

# Promoting Emotional Resilience

Helping children to find  
ways to function in a world  
where bad things happen

## A Resource Pack

## **Acknowledgements**

The contents of this resource pack have been developed and edited by the West Sussex CAMHS and School Attendance Project. Much of the material has been useful to our own practice with children, young people and their parents and carers. Other items have been recommended by our colleagues in CAMHS and education.

We would like to pass on our sincere thanks to those who have suggested resources and who have also given feedback on the content and layout as our work has progressed.

Every effort has been made to credit material to the original author whenever possible.

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## Foreword

West Sussex County Council and the Sussex Partnership NHS Trust are committed to promoting children's mental health and emotional well-being.

*'Mental health is about maintaining a good level of personal and social functioning. For children and young people, this means getting on with others, both peers and adults, participating in educative and other social activities and having positive self-esteem.'*<sup>1</sup>

In West Sussex there is increased recognition of the importance of promoting all children's emotional well-being and the benefits of working together to promote this.

This resilience tool kit provides a useful resource for child welfare professionals, schools and others who are striving to ensure positive outcomes for children and young people.

**Mark Greening**  
Manager of the CAMHS and School Attendance Project.

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<sup>1</sup> Promoting Children's Mental Health within Early Years and School Settings, Department for Education and Skills, 2001.

# Introduction

## What is resilience?

It is a phenomena that enables children and young people to survive and function despite disadvantage and risk beyond that of the normal challenges of growing up. Masten describes resilience as *'ordinary magic'*.<sup>2</sup>

Evidence has shown that it is possible to identify the factors that have an impact on children's emotional health. Risks can be specific to the child, their family, their environment (including school) and life events:

- Loss or separation – resulting from death, parental separation, divorce, hospitalisation, loss of friendships especially in adolescence, family breakdown which results in the child having to live elsewhere;
- Life changes, e.g. birth of a sibling, moving house, changing schools; and
- Traumatic events – abuse, violence, accidents, injuries, war or natural disaster.

Some children, against all the odds, develop into confident, competent and caring adults. A key therefore to the promotion and recovery of children's mental health is an understanding of the protective factors that make children resilient.

## Resilience factors

*'Resilience does not constitute an individual trait or characteristic..... Resilience involves a range of processes that bring together quite diverse mechanisms'*<sup>3</sup>

There is a complex interplay between risk factors in children's lives and promoting their resilience. As disadvantage and stressful events accumulate for a child, then more protective or resilient factors are needed as a counterbalance.

Resilience factors in the child:

- Secure early relationships (attachment)
- Being female
- Higher intelligence
- Easy temperament when an infant
- Positive attitude, problem-solving approach
- Good communication skills
- Planner, belief in control
- Humour
- Religious faith
- Capacity to reflect

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<sup>2</sup> Ordinary magic: Resilience processes in development. Masten A.S. 2001. American Psychologist, 56(3), 227-238.

<sup>3</sup> Rutter, 1995. Cited in Resilient Therapy, Hart, Blincow and Thomas, Routledge 2007.

Resilience factors in the family:

- At least one good parent-child relationship
- Affection
- Clear, firm and consistent discipline
- Support for education
- Supportive long term relationship/absence of severe discord

Resilience factors in the community:

- Wider supportive networks
- Good housing
- High standard of living
- High morale school with positive policies for behaviour, attitudes and anti-bullying
- Schools with strong academic and non-academic opportunities
- Range of positive sport/leisure activities

Resilient processes might seek to:

- Reduce the likelihood of negative chain reactions arising from the risk
- Promoting self-esteem and self-efficacy through the availability of secure and supportive personal relationships, or success in achieving tasks; and
- Opening up new and positive opportunities and offering turning points, where a risk path may be rerouted.

The above processes will not be unfamiliar to anyone involved in Pupil Assessment and Review Meetings (PARM), Team Around the Child (TAC) meetings, core-group planning or indeed any other forum concerned with the welfare of children and young people.

The promotion of resilience is not a new concept and there is an ever growing wealth of research, books and material on the subject. This toolkit represents the CAMHS and School Attendance projects attempt to compile and edit some of the material we have found useful and effective in our practice.

We hope you find it a useful contribution to your work with children and young people.

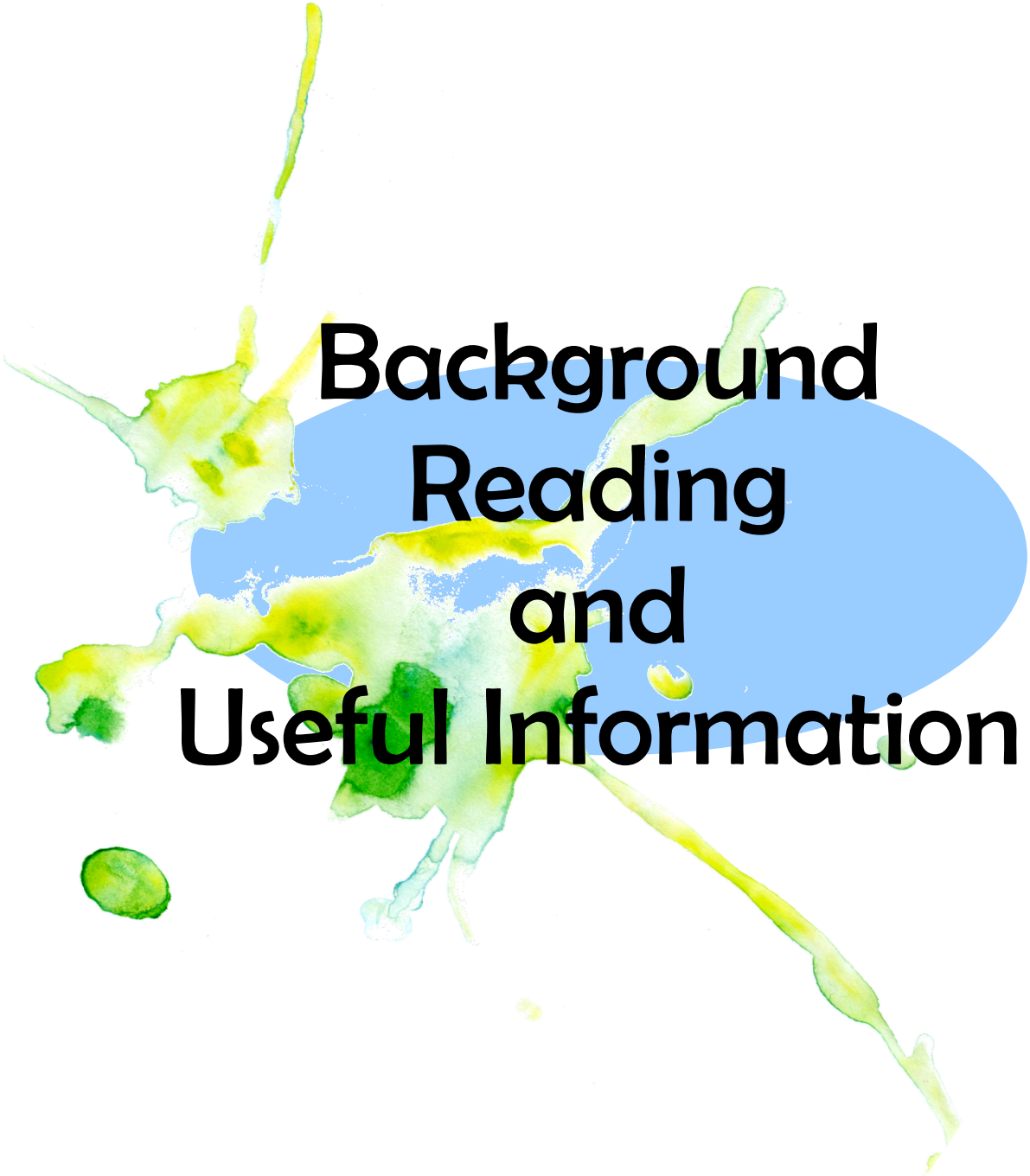
## How to Use This Pack

This pack has been designed primarily to be used by professionals. The majority of the content however can also be useful shared with parents and carers.

It is divided into two main areas, articles and background reading, and activities to use with young people. The articles have been collected from various sources, and provide an introduction to some of the ideas and theories that support the idea of promoting resilience. The further reading and book reviews at the back of the pack provide further information, and are books we use in our practice. The pack is not intended as a course on resilience, but a range of activities which can address various issues, such as self-esteem, anger and anxiety. They are activities which we have used, and in some cases designed, for our work with young people, and have proved very useful.

The activities are divided into two sections, One-to-One Activities and Group Activities. Some of the individual activities could be adapted for group work and vice versa, but we have grouped them where we feel they are most useable. We have tried to make each activity as “stand-alone” as possible, so it is not necessary to work through the activities in any particular order.

This pack is designed to provide useful information and materials on the subject of promoting resilience with the aim of promoting activity in this important area. In direct work with children and young people however careful planning and supervision are important to consider. Where expert assistance or counselling is needed then the consultation, or services, of a specialist should be sought.



**Background  
Reading  
and  
Useful Information**





## **Background Reading and Useful Information Contents**

### **How Do You Spot Resilience?**

#### **Worry and Anxiety**

The effects on children's lives and the cycles created

- **Worry** A booklet aimed at children and young people
- **Relaxation – 'what it is' and 'how to do it'** A booklet aimed at children and young people

#### **Building Self Esteem**

Five key areas.

#### **Managing Anger**

Main pointers for practice

#### **Attachment**

An introduction to the concepts, with reference to behaviour in the classroom.

#### **A Positive Attitude and a Problem Solving Approach**

- **Protective Behaviours.** A brief introduction and where to find out more.
- **Restorative Justice.** A brief introduction and where to find out more.

#### **Support to schools around social and emotional issues**

- **Behaviour Advisory Teachers** - A description and contact details.
- **SEAL (Social and Emotional Aspects of Learning).** A description and contact details.

## How do you spot Resilience?

Emotionally resilient children are not identifiable at a glance, as few conclusions can be drawn from physical appearances alone. A small child can in fact have greater emotional resilience than a physically strong adolescent.

It is behaviour and expressed thoughts and feelings that give us the greatest insights.

A resilient child will have, or have had experience of a consistent, positive parent or care giver. (Bonding and attachment will be touched on later). They will present with a reasonable level of self-esteem, confidence and a sense of humour. They will usually have a circle of friends and be regularly attending school.

Schools have a vital role in promoting resilience. A child needs to be having their emotional needs met before they can effectively access learning. Once learning (literacy is a resilience factor in its own right) or doing well on the sports field or at after-school-club, there are opportunities for positive feedback and self-esteem boosting, thereby adding to that child's emotional 'piggy bank'.

A resilient child, when worried or under pressure, will tend towards problem solving behaviour and be less likely to show extremes of violence or patterns of avoidant behaviour.

Over the following pages there is a concentration on 'within child' resilience factors. 'Within family' aspects of promoting resilience are not explicit although experience suggests that once a parent or carer has a greater understanding of the promotion of resilience in enabling their child to become a healthy, well functioning adult (parenting), then their parenting style will become more positive and proactive.

## Worry and Anxiety

Worry and anxiety are a part of life and the management of these feelings is a skill to be learnt and developed if we are able to fulfil our potential. Sometimes children and young people need help and support in order to achieve this.

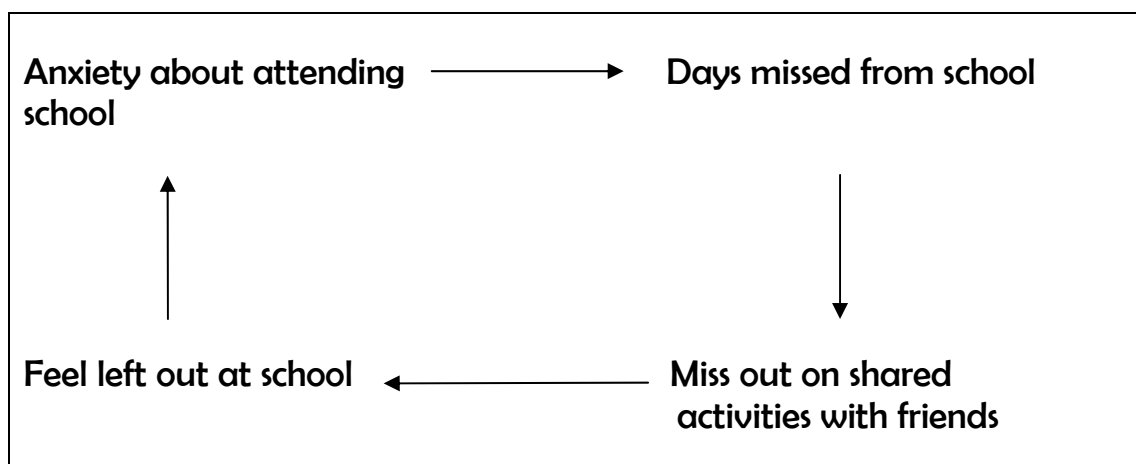
It could be that their parents are indeed anxious themselves and have avoidant, overly protective styles of parenting that discourage age appropriate, 'fear facing' behaviour and contribute to the cycles below:

### Anxiety – the effects on children's lives and the cycles created

#### Social Lives

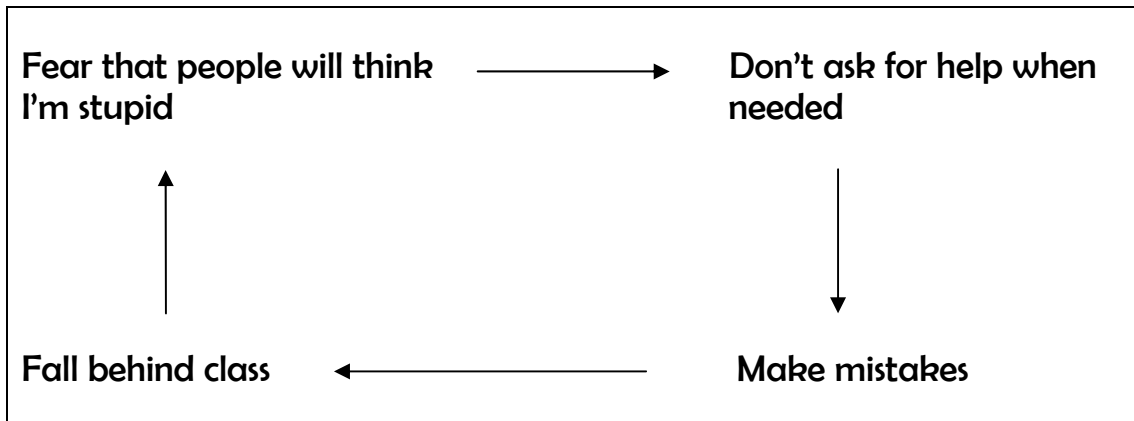
Friendships are essential for children to learn and practice what they need to know to form lasting relationships. Friends also provide opportunities for fun, leisure and can motivate each other to try new experiences.

When a child avoids school a vicious cycle can become established because friendship dynamics can have changed, making joining in again more difficult, thereby creating further anxiety.



## Academic Performance:

There is no reason to believe that children who suffer from anxiety are, on the whole, less bright than those who do not. Despite this children with anxiety can achieve less than their true potential, due to the following cyclical process:



## Mood:

About half of children who experience significant anxiety problems also experience symptoms of low mood or depression, such as loss of interest in usual activities, tearfulness or irritability, feelings of worthlessness, and physical symptoms such as poor appetite and sleep problems.

## Do children grow out of it?

Once established, there is little evidence to suggest that children will grow out of their anxiety. There is however a strong probability of success through recognising and dealing with the problem appropriately.

Adapted from: 'Overcoming your Child's Fears and Worries. A self-help guide using Cognitive Behavioural Techniques' 2007 Cresswell, C & Willetts L.

## Emotionally Based School Refusal (EBSR)

In situations where EBSR is suspected it is worth referring to the excellent EBSR manual developed by the Educational Psychology Department in West Sussex County Council.

The manual is available to download from the **West Sussex Grid for Learning**. It contains assessment tools and suggestions for intervention. Education psychologists are also able to advise on EBSR as part of the Planning and Review Meeting (PARM) process.

## Information leaflets

The following pages can be copied and stapled together to form leaflets on:

- **Worry** - What is it and how to beat it
- **Relaxation** - What is it and how to do it

These leaflets are particularly useful for primary age children and their parents/carers but can also be of use to Adults.

There have also been two leaflets developed by young people for young people on:

- **Stress**
- **Are You Worried About a Friend?**

Copies are available on the West Sussex Grid for Learning.

# Worry



## What is worry?

Worrying is something that all of us do, every day – children, young people and adults. It is a normal part of life.

Worry tends to be a whole lot of thoughts that come one after another, about events in the future or in the past. Quite often worry thoughts start with things like “if only I had...” or “I must remember to...” or “what if...” an example might be the thought “What if I have left the front door unlocked? A burglar might break in! then all my things might be stolen... and then I’d have to go to the police... it would be terrible!...”

Sometimes worrying can help us, by making us do things like checking that we have locked the front door. But sometimes worrying can become a real problem. If you answer “yes” to the following questions, then worrying might be a problem for you.



Do you spend a lot of your time worrying?



Does worrying get you really upset and anxious?



Does worrying stop you getting a good sleep at night?



Does worrying stop you enjoying yourself and getting on with things during the day, at school or at work?



Do you feel that your worrying is “out of control” or that once you start you just can’t stop?



Do you feel worrying has affected your health (for example given you stomach aches, headaches, or diarrhoea)?

## ‘What It Is’ and ‘How to Help Beat It’

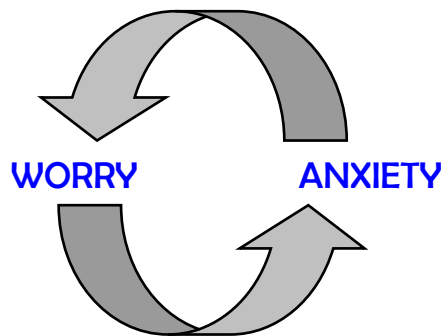
### What too much worrying does

Worrying about things can make you anxious. Anxiety is easy to notice if you are on the look-out for it, although many people suffer from anxiety without realizing what it is. When you are anxious you may notice things like:-

- Heart rate speeding up, sweaty skin or going pale
- Feeling upset, on edge, angry, or irritable
- Feeling that something terrible is about to happen
- Throat or mouth dry
- Muscle aches or headaches
- Feeling tired, having little energy
- Poor digestion – stomach aches, bowel problems
- Concentration problems, mind racing, can’t sleep

Anxiety can make it more difficult to concentrate on work, to remember things, to get on with enjoying life. If you have a physical health condition or illness, it can also make this more difficult to cope with and even directly affect your health.

The more anxious you get, the more you worry and the more you worry, the more anxious you become! It can be a vicious circle.



But there are ways of helping to beat worry, reduce anxiety and feel more relaxed!

### How to beat worry

Here are some helpful tips on how to make worry less of a problem and how to make anxiety less. Some worrying and anxiety are a normal part of life, so they won't go away all together – but they shouldn't have to take over your life.

#### Tip 1 – Notice

Notice when you are worrying or feeling anxious! This is the first step in making things better. If you feel the signs of anxiety mentioned earlier, or you notice you are thinking thoughts like those listed earlier, then take note of these.

#### Tip 2 – “Stop”!

When you notice you are worrying, say to yourself “stop”! and see if you can get your brain into doing something else. Try thinking of something else (especially something nice, relaxing, or enjoyable). Try doing something to keep your brain occupied (like reading, watching TV, doing a hobby, or playing a sport).





### Tip 3 – Worry Time

Think about your day and find a time in it when it would be okay to worry – no more than five or ten minutes is needed. This is your special “worry time”.

When you find yourself worrying at a time when you have other things to do (like at bedtime, or while you are trying to concentrate on something else), tell yourself to stop and put off the worries for later, at your worry time.

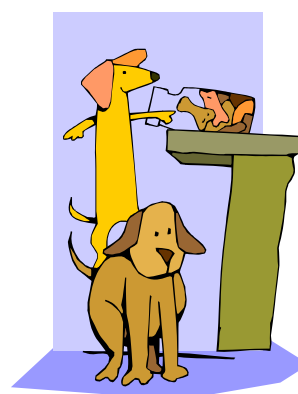


### Tip 4 – Self-talk

If you find yourself worrying about the same thing over and over (for example, “I’ll start my new school and no one will like me”) then write down for yourself the opposite, “positive” thought (for example, “People will like me. I’m a nice person”). Then every time you notice yourself worrying the first thought, tell yourself the positive thought. You can even write it down on a small card and carry it with you, in your pocket, to remind yourself of it.

### Tip 5 – Problem Solving

This is something you can try by yourself, or with another person. Remember – a problem shared is a problem halved! If you can tell someone else that you trust what your problem is, they can often help you with solving it, or coping with it.



#### Step 1

If you find yourself worrying about a problem you are facing, write down what that problem is. Be specific – write down exactly what the problem is, so “I’m worried I won’t cope” isn’t specific, while “I’m worried that I will forget people’s names when I go to my new school” is specific.

## Step 2

Then, brainstorm all the possible ways you can think of to sort this problem out – even the most silly-sounding ones! Write them all down as you think of them.



## Step 3

Once you have a list of possible solutions, go through them one at a time. Write down the pros (what is good about that solution) and the cons (what is bad about that solution). Think about the consequences of each solution (“what will happen if I do that?”).

## Step 4

When you have all the pros and cons, decide which solution you will choose. If you can, check with someone else you trust whether they think this is a good solution. Then go and do it!

## Step 5

Once you have done what you have decided, take a new look at the problem. Is it sorted out? Has it changed? Is it still there? Go back to step 1 and problem-solve again if you need to.

## Tip 6 – Relaxation

Relaxation can be a really helpful way of making worrying less of a problem, and reducing anxiety.



There is a separate information booklet which explains what relaxation is and different ways of getting relaxed. But here are some simple relaxation tips:

### 1. Take time out



Get away from the things that are worrying or upsetting you – even if it's just for a minute. Go somewhere quiet (even the bathroom!), or just look out of a window for a bit.

2. **Breathing.** Spend a minute thinking about breathing. Breathe in and out regularly and not too deeply or too little. Sometimes it can help to count in your head while you breathe (for example, breathe in for three and then out for three).
3. **Relax your muscles.** Stretch out your muscles and then let them go floppy and relaxed. This is easier if you have somewhere comfortable to sit. Make sure you include all your muscles, even your face, forehead, back and stomach.

# Relaxation



'What It Is'  
and  
'How To Do It'

## What is Relaxation?

Being relaxed is the opposite of being anxious. It's easy to know what the difference is if you notice what is going on inside your body and your mind at different times. Look at the two lists below. One shows what it can feel like to be anxious, while the other shows what it can feel like to be relaxed.

<u>Anxious</u>	<u>Relaxed</u>
Cross, jumpy	Happy, calm
Heart beating fast	Heart beating slowly
Breathing fast	Breathing slow and easy
Skin pale or sweaty	Skin pink, not sweaty
Muscles trembling	Muscles relaxed
Stomach or head aches	No stomach or head aches
Thoughts racing	Thoughts normal
Can't concentrate	Can concentrate
Mind full of worries	Mind able to do what you want it to

Everyone feels anxious some of the time and relaxed at other times. If you were just about to take an exam, you'd probably feel anxious. If you were getting ready to fall asleep, you'd probably feel relaxed. No one is relaxed all the time! Usually there is a balance between the two.

Sometimes that balance is wrong and you can find that you spend a lot of time feeling anxious and not enough time feeling relaxed.

### What happens if the balance is wrong?

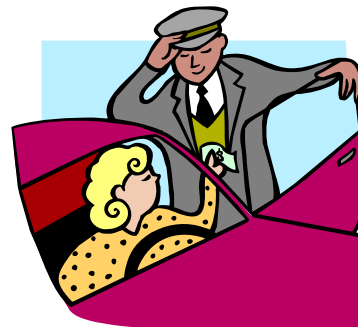
If a person spends too much time being anxious and not enough time being relaxed, this can make them quite unhappy. It may make them feel tired, cross, sad, or like they can't concentrate properly during the day.



Anxiety can give a person bad dreams or make it difficult for them to get to sleep. Sometimes it can give them headaches, stomach aches, or bowel problems. Often other people around them notice because the person may not seem their normal self (for example, they may argue a lot, get into fights, or just seem unhappy).

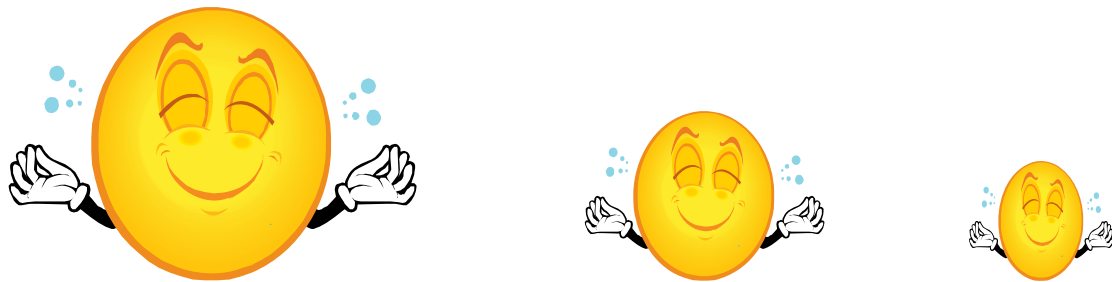


If the balance is wrong in your life, this booklet can help you change it for the better, by learning some simple ways to relax and to enjoy relaxing! Just try out some of the relaxation exercises and relaxation tips here.



The exercises will help you relax by using your breathing, your muscles and your imagination to get rid of stress and feel relaxed. Different people like different ways of relaxing, so try out different exercises until you find your favourites.

## Relaxation Tip 1 – Set thing up right



It's very difficult to relax if there are lots of things going on around you. Relaxing somewhere like a busy hospital waiting room is difficult, while relaxing while lying on your own private beach would probably be easy!

So, to make relaxing easier, try the following:

- Choose a quiet room that is comfortably warm
- Wear comfortable clothes that aren't too tight. Taking your shoes off can be nice but keep socks on to keep your feet warm
- Make enough time to relax. If you know you have to rush off somewhere any minute, you will find it more difficult to relax. You only need 15 minutes or so for the exercises in this booklet
- Choose somewhere private if you can, so that you won't be disturbed by other people

## Relaxation Tip 2 – Practice

Practice! Relaxation is a skill, just like playing football or a musical instrument. The more you practice, the better you will get. Don't get discouraged if you find it difficult at first.

## Relaxation Tip 3 – Use a helper

A good way of trying out some of the exercises in this booklet is to get a helper (like your mum or dad). The helper can be in charge of the booklet and help you remember what to do. Some of the exercises are easiest if there is someone to read out things that are written there. If you don't have a helper, you might be able to record what you need onto a tape and play it back for yourself.



## Relaxation Exercise 1 – Warming Up

When our minds are tense, our bodies are tense too. Relaxing your body will help relax your mind as well. Warmed up muscles relax more easily, so it's a good idea to warm up a little before a relaxation session. You can do this in lots of ways – stretching, walking about, or by shaking. Try to see if you can shake every part of your body about. Work the shaking right up through your legs, into your body, through your shoulders, down into your arms and right into your hands. Can you feel the relaxation tingling through your body?



## Relaxation Exercise 2 – Tense-Stretch-Relax

You can do these exercises standing, sitting, or lying down. It may help to have a helper to read out the exercise to you. There is a second version of this exercise later on – see which you prefer.

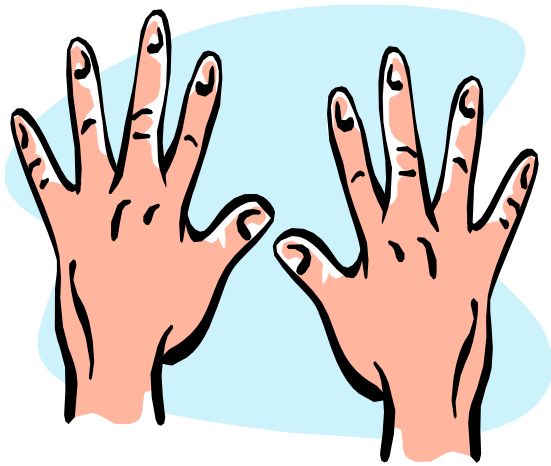
Close your eyes tightly. Rest your head, flop out your arms and let your legs go limp.





## Hands

Pretend you are holding a lemon in each hand. Squeeze that lemon hard. Try and make every drop of juice come out of it and drip from your fingers. Squeeze it so hard that all the pips come shooting out and you can smell the lemony smell in your nose.



Now, stretch your hands open. Spread your fingers. Try to make your fingers grow and grow – stretch them right out.

Now, drop your hands. Let them go. Feel how heavy they are. They are so heavy they could almost fall through the floor.



Now try to do this with a picture in your mind. Imagine your tight fist is a flower bud, opening slowly in the sunshine. Feel the petals stretch out in the warm sun. Now the flower closes up again.

## Whole Body

Imagine you are a tree

Bend your knees, reach out your arms down low as far as you can and imagine they are branches. Take a deep breath in and move your branches in a big circle, up and round, right up above your head and straighten your legs. Stretch as high as you can reach – stand on tip toes if you can. Now breathe out and let your branches fall down to your side. Do this 2 or 3 times.



## Shoulders Back and Neck

These are all places where you can get tense.

Imagine you are a monkey!  
Move your shoulders as high as you can. Hunch them up, right up to your ears and breathe in.



Now breathe out and as you breathe, drop your shoulders and dangle your arms by your sides, just like a monkey. Do this 4 or 5 times.

Now, stretch up your neck. Make it feel long, like a giraffe's. Pull your shoulders down as low as they will go. Stretch your neck. Make it as long as you can. Now stretch just a bit more! **RELAX!** Let all your muscles go floppy. Do this 4 or 5 times.



## Face

Do you have a favourite animal? Imagine you are that animal. Make the animal lick its lips, swallow, hum and clench its teeth tight.

Now yawn a big yawn – stretch its mouth open as wide as it goes. Make the animal screw its eyes tightly shut.

Now make a happy face, with a big smile.





Now make a surprised face and raise your eyebrows as high as they will go. Really make your animal's mouth move and say "eee...ooo...eee...ooo". Stretch your lips for "eeee".



Then make them round for "oooo", just like you were blowing out a candle.



Now let your animal relax and all its muscles go floppy. Imagine someone is stroking its head very gently.

### Relaxation Exercise 3 – Breathing

Breathing is an important part of relaxation. When we breathe in, we get oxygen from the air which our bodies need for energy. When we breathe out, we get rid of the carbon dioxide that we don't need. Air helps give us the energy to run, talk, sleep and do all the other things we want to do.

Most of the time, we breathe without thinking about it. When we are tense or anxious, we may not breathe properly. This can stop the body working as well, so it is important to practise slow, even breathing.

Make sure you are sitting comfortably, with your back straight and all your muscles relaxed. Keep your eyes closed if you can. If you prefer, you can do this exercise lying down.

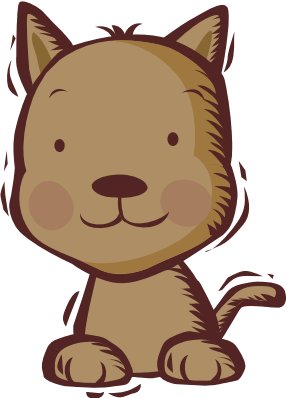
Put your hands on your chest just above your tummy. Breathe in slowly through your nose and then let the breath out slowly through your mouth, just like you are blowing at a feather or a candle. Notice how your ribs and tummy move out when you breathe in and move in when you breathe out.



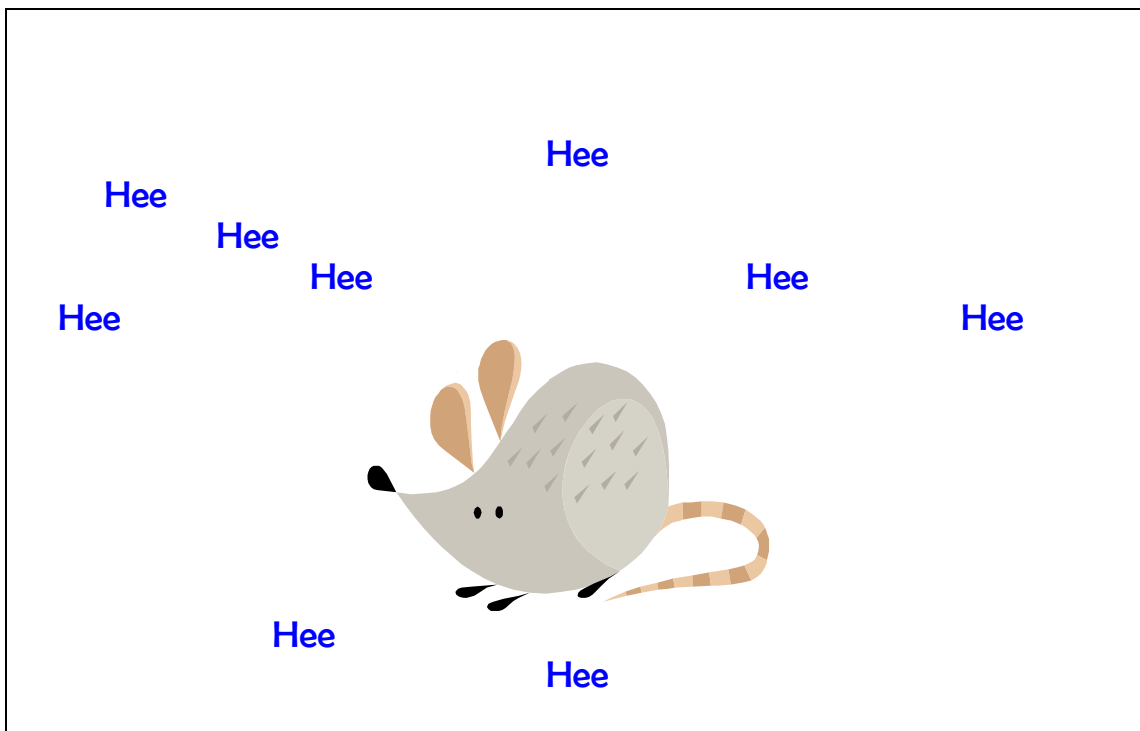
Imagine you have a big, yellow balloon inside your chest. As you breathe in, imagine the balloon slowly filling up.

As you breathe slowly out, let the yellow balloon become smaller and smaller. Keep noticing how your tummy and your chest move in and out as you breathe.



<p>Ha ha ha H A A A H</p>		<p>Now breathe as if you were a dog. Imagine you are all puffed out. Take a deep breath and as you breathe out make three short panting sounds: “ha,ha, ha”. Then a long, tired, “HAAAAH”. Try this several times.</p>
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Now breathe like a small, laughing mouse. Breathe in and as you breathe out, in short bursts say “hee, hee, hee, hee” Make your tummy move with each “hee”.



Now breathe as if you were the wind. Breathe out and blow the sea onto the land. Breathe in and suck the sea back out again. Now, blow it onto the land again. Keep the sea moving as you breathe in and out.

Breathe in some lovely big breaths. As you breathe out, get rid of all the bad pictures and thoughts you have in your mind. Breathe out all your worries and all the things you don't like about yourself. Watch them all drift away.

#### Relaxation Exercise 4 – Relaxing the mind with daydreaming

An important part of relaxing is to learn to “switch off” our thoughts. Often our thoughts race around our heads all day, and it is especially important to slow them down and switch them off if these thoughts are worrying or upsetting us. Daydreaming is a lovely thing to do and can be very useful in helping us relax.

First of all, make sure your body is relaxed and your breathing is even. Think of something which really makes you happy, or of someone you really like. It could be imagining running through long grass, or cuddling a soft furry rabbit. It might be hearing the sound of the sea and birds singing. Or it might be imagining a big red rose in your hand and what it smells like. It could be a good time you had with friends or your family. Imagine anything you like – whatever makes you feel good!

#### Relaxation Exercise 5 – Mind journeys



In this exercise, you will visit some special places, inside your own mind. Different people like to visit different places. The visits written down here are just some of the places you can go: if you have your own favourite, you can write down your own mind journey. If you do write your own journey, make it as detailed as you can and describe what you will see, hear, smell and feel on every step of the journey.

Just like with some of the other exercises, it can be useful to have a helper to read things out, or to record things on a tape beforehand. If you have a tape, you can play it whenever you want. When you read each journey, do it slowly and allow plenty of pauses to think in.

Before you start, get yourself comfortable. Lean back in a big chair or lie on a bed. Make sure your body is relaxed and your breathing is calm before you start.

## Journey 1 – the Island of Peace



In front of you is a sunny beach, with golden sand. The calm sea is a blue-green colour and little waves lap the shore. Along the beach there are tall palm trees and big, colourful tropical flowers. The palm trees are whispering gently in the warm breeze. The sea looks warm, too. You can feel the grains of sand under your toes, all warm. This is your own special place.

You lie down on the sand, with your eyes closed. The sand is warm underneath your body. You can feel the warm sun on your face and the little breeze as well. In the distance you can hear the palm trees, still whispering. You can smell the scent of the tropical flowers and hear the waves lapping at the shore. You feel relaxed and at peace and your mind is at rest.

Breathe lightly and say the word “Calm” in your head each time you breathe out. Listen to the waves and the palm trees. Now the warm water is further up the beach and you can feel it around your body. It is gently lifting you up and you can feel it around your body. It is gently lifting you up and making you lighter, taking your weight off the sand. You gently float in the warm water. Your breathing is calm and relaxed.

Now the water is slowly flowing away and it lets you softly down, down and back onto the warm sand. You can feel the sandy grains underneath your body again and the warm sun on your front. As the water ebbs away, it takes with it the last of your worries. You are at peace and the stress and anxiety has floated away on the sea. You feel warm, content and safe.

Spend a few moments enjoying these feelings. Now slowly bring yourself back from the island of peace. Open your eyes gradually and when you are ready, sit up.



## Journey 2 – The Country House

You are in a large, old house, in a downstairs room. The room is light and airy. You are sitting on a big, comfortable sofa. Outside it is a hot summer's day. The sunlight is streaming through the windows. There are some doors in the room that lead out into the garden. Imagine yourself getting up and walking across the carpet to the doors. The carpet is thick and warm and you can feel it under your feet. You reach the open doors and you can feel the heat of the day. Outside there is a stone pathway and a big green lawn. You step onto the stone pathway and as you do, you feel the warmth of the stones beneath you. You walk forward towards the grass and step onto it.



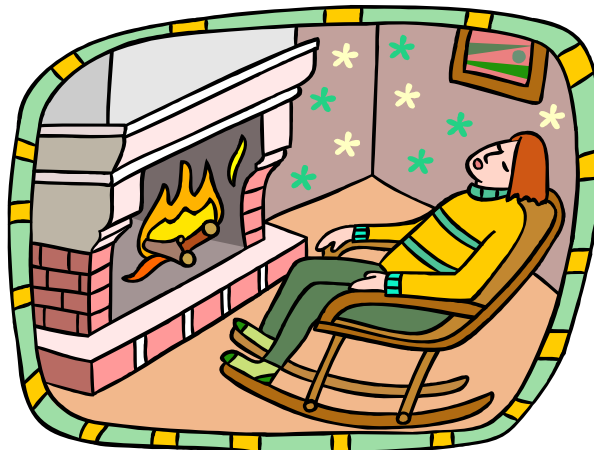
Now you can feel the cool, soft grass under your feet and between your toes. Walk slowly through the garden, feeling the warm sun on your body. You can smell the warm sweet smells of the gardens: flowers and cut grass. It is quiet, except for a gentle rustling of the breeze in the top of the trees and some birds and crickets. In the distance you can hear some water trickling.



You start walking towards the sound, slowly enjoying the warmth, the sounds and smells of the hot summer's day. You come around a corner in the garden and see a fountain. It looks cool and inviting, so you walk to it. You sit on the edge of the fountain. Feel the coolness of the stones as you sit down. Run your hands gently through the water and feel yourself cooling down. Now you slowly get up and begin to walk away from the fountain. The sun is hot and the garden is quiet. You stop under the shade of a big tree and lie down on the grass. You can feel the softness of the grass under your body and the warmth of the air. Off in the distance you can hear the breeze rustling the tops of the trees and birds singing.

After a while, you slowly sit up and then start walking back to the house. Walk slowly back to the path that leads back to the doors that led you into the garden. As you step onto the path you can feel the warmth of the stones, very different to the coolness of the grass. Walk up the path slowly. As you step from the path into the room, it feels cool and refreshing. Go back to the sofa and sink down into it. Now bring yourself slowly back into this room. Gradually open your eyes and begin to think about the movements you will make to sit up. When you are ready, slowly sit up and make yourself comfortable.

### Journey 3 – The Cosy Room



Here is the beginning of a mind journey, which you can add to yourself.

Imagine you are curled up in a big, comfy armchair. You are near a blazing log fire, while rain beats steadily against the window. You feel very safe and relaxed.

Think about how the chair feels. How does the warmth of the fire feel on your skin? What noises does it make? What about the rain? How does it sound on the window? What else is there in the room?

Build up the picture any way you want... maybe with the help of someone else.

### Relaxation Tip 4 – Quickie Relaxation

Sometimes you may feel stressed and anxious and want to relax but you just don't have a quiet place or enough time to do the relaxation exercises in this booklet. If this is the case, try:

- Walking outside for a minute and taking a few deep breaths to clear your head and stretch your body.
- Sitting down, closing your eyes and breathing slowly and calmly. Each time you breathe out, say in your head "Calm".
- Look out of a window to something far away. Empty your mind just for a few seconds of all your worries and anxiety and just concentrate on what you are looking at.
- Get a piece of blu-tack or plasticine. Pull it about and press it in your hands. Concentrate on what it feels like and forget everything else, if only just for a few moments.

## More Relaxation – Tense—and Relax - Part 2

If you have a helper, get them to read this detailed script out for you. Once you have practised it a few times, you should be able to tense and relax all your muscles much more quickly, even tensing everything at once and then relaxing everything at once.



### Hands and Arms

Make a fist with your left hand. Squeeze it hard. Feel the tightness in your hand and arm as you squeeze. Now let your hand go and relax. See how much better your hand and arm feel when they are relaxed. Once again, make a fist with your left hand and squeeze hard. Good. Now relax and let your hand go. (Repeat the process for the right hand and arm).

### Arms & Shoulders

Stretch your arms out in front of you. Raise them high up over your head. Way back. Feel the pull in your shoulders. Stretch higher. Now just let your arms drop back to your side. Okay, let's stretch again. Stretch your arms out in front of you. Raise them over your head. Pull them back, way back. Pull hard. Now let them drop quickly. Good. Notice how your shoulders feel more relaxed. This time let's have a great big stretch. Try to touch the ceiling. Stretch your arms way out in front of you. Raise them way up high over your head. Push them way, way back. Notice the tension and pull in your arms and shoulders. Hold tight, now. Great. Let them drop very quickly and feel how good it is to be relaxed. It feels good and warm and lazy.

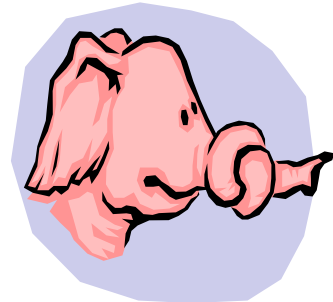
## Shoulders and Neck

Try to pull your shoulders up to your ears and push your head down into your shoulders. Hold in tight. Okay, now relax and feel the warmth. Again, pull your shoulders up to your ears and push your head down into your shoulders. Do it tightly. Okay, you can relax now. Bring your head out and let your shoulders relax. Notice how much better it feels to be relaxed than to be all tight. One more time now. Push your head down and your shoulders way up to your ears. Hold it. Feel the tenseness in your neck and shoulders. Okay. You can relax now and feel comfortable. You feel good.

## Jaw



Put your teeth together really hard. Let your neck muscles help you. Now relax. Just let your jaw hang loose. Notice how good it feels just to let your jaw drop. Okay, bite down again hard. That's good. Now relax again. Just let your jaw drop, it feels so good just to let go. Okay, one more time. Bite down. Hard as you can. Harder. OK, you're really working hard. Good. Now relax. Try to relax your whole body. Let yourself go as loose as you can.



## Face and Nose

Wrinkle up your nose. Make as many wrinkles in your nose as you can. Scrunch your nose up really hard. Good. Now you can relax your nose. Now wrinkle up your nose again. Wrinkle it up hard. Hold it just as tight as you can. Okay. You can relax your face. Notice that when you scrunch up your nose that your cheeks and your mouth and your forehead all help you and they get tight, too. So when you relax your nose, your whole face relaxes too and that feels good. Now make lots of wrinkles on your forehead. Hold it tight. Okay, you can let go. Now you can just relax. Let your face go smooth. No wrinkles anywhere. Your face feels nice and smooth and relaxed.

## Stomach

Now tighten up your stomach muscles really tight. Make your stomach really hard. Don't move. Hold it. You can relax now. Let your stomach go soft. Let it be as relaxed as you can. That feels so much better. Okay, again. Tighten your stomach really hard. Good. You can relax now. Settle down, get comfortable and relax. Notice the difference between a tight stomach and a relaxed one. That's how we want it to feel. Nice and loose and relaxed. Okay. Once more. Tighten up. Tighten hard. Good. Now you can relax completely. You can feel nice and relaxed.

This time, try to pull your stomach in. Try to squeeze it against your backbone. Try to be as skinny as you can. Now relax. You don't have to be skinny now. Just relax and feel your stomach being warm and loose. Okay, squeeze in your stomach again. Make it touch your backbone. Get it really small and tight. Get as skinny as you can. Hold tight now. You can relax now. Settle back and let your stomach come back out where it belongs. You can feel really good now.

You've done fine.

## Legs and Feet

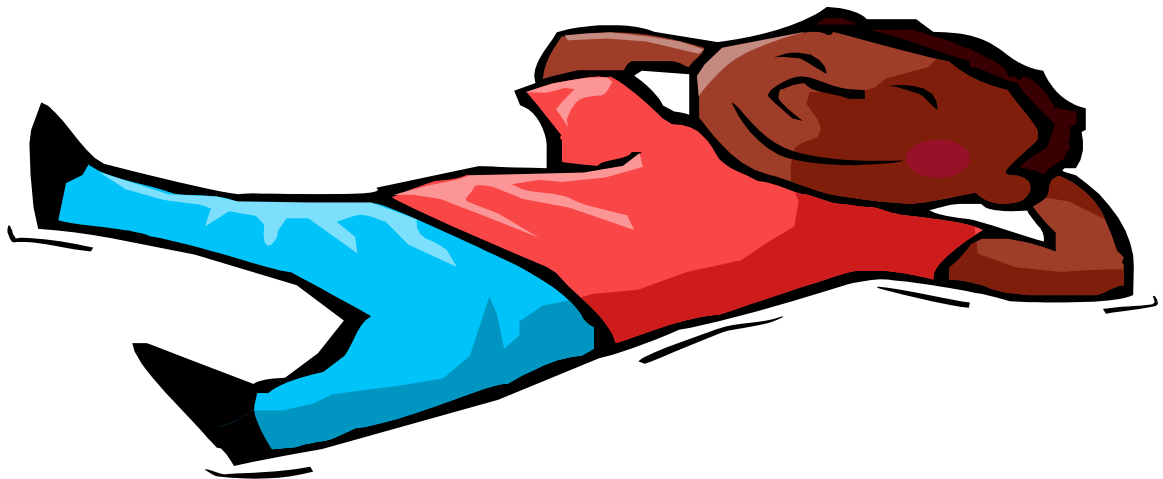
Push your toes down really hard. You'll probably need your legs to help you push. Push down and spread your toes apart. Now relax your feet. Let your toes go loose and feel how nice that is. It feels good to be relaxed. Okay. Now push your toes down. Let your leg muscles help you push your feet down. Push your feet. Hard. Okay. Relax your feet, relax your legs, relax your toes. Feel what it's like to be relaxed. No tenseness anywhere. You feel kind of warm and tingly.



## Ending

Stay as relaxed as you can. Let your whole body go limp and feel all your muscles relaxed. In a few minutes I will ask you to open your eyes and that will be the end of the relaxation session. Gently move your arms to loosen them and now gently move your legs. Move your head around. Slowly open your eyes.

Very good.



## **Building Self Esteem**

Self esteem is something that is learnt- children are not born with negative thoughts about themselves, they are learnt through childhood experiences.

Parents have an important part to play in fostering self esteem in their children, and teachers can also make a big impact in how children and young people view themselves.

### **Ways to encourage good self esteem**

#### **Use Praise**

Not only when children have done well, but also when they have tried hard, and when they need support to try again. Being told that we are good at something, makes us believe that we are, and encourages us to have another go.

Even when something hasn't gone so well, being told that they tried hard, and finding small points that they did well at can help in developing the resilience to cope with failure. We need a lot of praise before we can take in criticism without damaging our self esteem.

#### **Give Them Lots of Experiences**

Having the chance to do lots of different things means children can learn what they are good at and what they enjoy, which helps to improve their self esteem and develop an identity. Watching people play music on TV is nothing in comparison to watching a live band- by allowing to children to have as many experiences as possible, we are able to be more informed about the world, which helps to improve self esteem by creating the confidence to try new things. Schools have an important part to play in this, through after school clubs, school trips and visiting performers and artists.

#### **Find the Child's Strengths**

If a child can be helped to find their strengths, it can make a difference to how they view school, friends and themselves. Use the strengths and skills cards (see One-to-One Activities section) to help a young person to consider their strengths and encourage them to write some strengths they have thought of themselves. Get the child to write or type up the list, adding illustrations etc, then put up the list somewhere where the child and other people can see it. Update the list when necessary to add to the list of skills and strengths.



### **Help Children Achieve**

Sit down with children to discuss their plans and goals for the future, for example, set some short term goals and some slightly longer term goals, and discuss with the child what they will do to try and achieve them, and how they will know when they are successful. Try to make the goals specific, such as “talking to three people I don’t know” rather than “being able to talk to new people”. Re-visit the list after a few weeks, and discuss with the child how they feel they are doing. Don’t be afraid to add or remove things from the list, or to change the goals. We do not want children to feel like they have to succeed or fail in achieving their goals, but rather encourage the idea that they have control over their own lives.

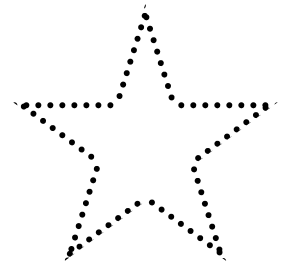
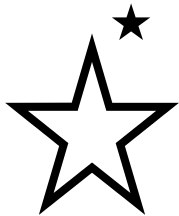
### **Think About the Language You Use**

The language you use can affect how children feel about themselves. Rather than simply saying “You’re really good” or “You’re clever” be specific, such as “You can draw dogs really well” or “You’re really good at riding a bike”. Don’t use generalisations such as “You never eat all your dinner” or “Your work is always messy” as they are rarely true and don’t make children feel empowered to change. Try to be realistic in the expectations you have of children, i.e. “How would you feel if....” as children often don’t know how they would feel. Don’t use comparisons, such as “All your friends manage to get to school on time, why can’t you?” Criticise the behaviour not the child, i.e. “I didn’t like what you did” rather than “You’re a naughty boy”. Try to put yourself on the child’s side- “We’ve got a problem here. What can we do?” This makes the child feel supported in changing their behaviour.



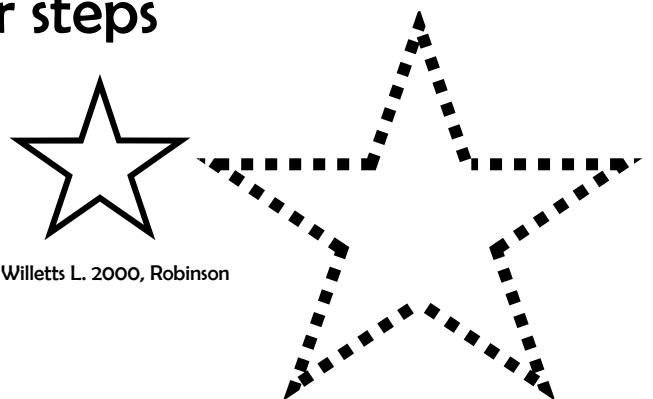
## Helping Children Overcome their Fears and Worries

- ★ Encourage children to face their fears
- ★ Take a step-by-step approach to overcome the fear gradually
- ★ Reward children for each small step they take
- ★ Make sure the child feels supported to "have a go".



### Praise and Rewards

- ➔ Make praise clear and specific
- ➔ Include rewards for various steps the child achieves
- ➔ Agree the reward with the child
- ➔ Try to give the reward immediately or soon after the achievement
- ➔ Link small rewards to small steps and bigger rewards to bigger steps



## Managing Anger

A resilient person, when worried or under pressure, will tend towards problem solving behaviour and be less drawn to anxious, avoidant behaviour or anger and aggression.

If, however, a child or young person has a tendency towards avoidant behaviour there may well be times of anger too, and vice versa.

As an introduction to this area of practice, the following three pages are taken from '*A Volcano In My Tummy*' (Whitehouse, E & Warwick, P, 1997). This book is reviewed in the Book Review and Further Reading section of this resource pack, and is a very useful resource to use with children experiencing anger issues.

## What Can Adults Do When A Child Is Angry?

1. Don't retaliate. (Joining in the child's anger will wind her/him up even more. It will also teach her/him poor ways of resolving conflict).
2. Model the behaviour you want a child to learn. If you hit, she/he learns to hit. If you get out of control, she/he may learn to fear her/his own anger (or teachers, or school, or men).
3. Let her/him know you understand how she/he is feeling. *"I can see how angry you are"* or *"It seems like you're really mad about that"*.
4. Leave explaining another point of view until the anger has been expressed and acknowledged.
5. Ask what she/he would like to do to improve things.
6. Acknowledge what she/he says. Reaffirm the feelings and then help look at the options, e.g. *"What might happen if you did that"?*
7. Don't force children into apologizing when they don't feel sorry. You may be forcing them to bury their anger and be teaching them to be hypocritical.

If two children are angry with each other:

1. Reflect what you see happening. *"I see two children fighting over a ball"*.
2. Separate the children if need be for safety's sake. Say, *"Someone might get hurt"*.
3. Give them both a way of venting their anger. *"When you've got your anger out, we'll talk about it. You run to the front fence, you run to the back fence and come back to me"*.
4. Fine out what they each need. *"It looks like you need something to play with"*.
5. Find out what they are afraid of. *"Are you worried you won't get a turn if you give him the ball"?*
6. Ask for some solutions.

You can give a child a sheet of paper and say, *"It seems that you're furious. Draw me a picture and show me how angry you are"*.

Acknowledge the picture. *"I can see you're really mad. What do you want to do with this picture? How are you feeling right now? What might you do the next time you feel as angry as that"?*

If a child has hurt another. Look the offender in the eye and say firmly, *"We don't hit. It hurts"*. Attend to the victim and reflect their feelings. *"You were kicked on the leg. I bet that hurts. Draw me a picture and show me how you feel"*.

### Key Concepts:

- Children learn how to behave from adult models.
- Children learn more from what adults do than what they say.
- Good listening helps to dissipate anger and increase a child's self esteem.

### An Approach For Dealing With Anger

When working with children who regularly get angry, talk to the child in a one-to-one setting asking questions such as:

- *Did you feel angry today?*
- *What did you feel like yesterday when .....?*
- *When did you feel angry at home this week?*
- *How angry did you feel?*
- *What happened?*
- *What did you do?*
- *Was that a good idea?*
- *Did you stick to the anger rules?*
- *What did .....? do? (other person)*
- *Was that a good idea?*
- *Did she/he stick to the anger rules?*
- *What are the anger rules?*
- *What could you do to handle this better?*
- *This week I'm going to ...*
- *Congratulate yourself for doing ..... well.*

#### ***The Anger Rules***

It's OK to feel angry BUT

- Don't hurt others
  - Don't hurt yourself
  - Don't hurt property
- DO talk about it.

- *Talk about property and what that might include – at home, at school, in the street.*
- *Talk about how she/he might hurt her/himself.*
- *Talk about how others might hurt him/her.*
- *Communication with the family/school is important.*

*A notebook can go backwards and forwards between home and school and for each day we can make comments, e.g.:-*

*Ripeka was friendly to ..... today.*

*Ripeka remembered to stamp her foot when she was angry.*

*Stephen didn't hurt anyone today.*

*Stephen hit/kicked ..... today, but he learned that .....*

Activities which are useful for this are included later in the pack, entitled "Want Some Magic To Help You?" and "What Lit The Fuse?" in the one-to-one activities section.

## **Attachment**

A resilient child will have, or have had experience of, a consistent, positive parent or carer. They will be securely attached and their behaviour influenced by their feeling worthwhile, safe and capable.

It is accepted that positive parenting and positive role models (responsive, available, meeting the child's needs) can help to promote a person's ability to develop positive attachment behaviour right through to early adulthood.

There are however many children and young people in education establishments that demonstrate avoidant or ambivalent behaviour to adults. How might we best enable these individuals to access learning and cope with school life?

The following pages are adapted from '*Attachment in the Classroom*' (Geddes, H, 2006) This highly recommended book is reviewed in the Book Review and Further Reading section of this resource pack.

# Attachment in the Classroom

## Avoidant Attachment

### Approach to school and classroom

- Apparent indifference to uncertainty in new situations

### Response to teacher

- Denial of need of support
- Sensitivity to proximity of teacher

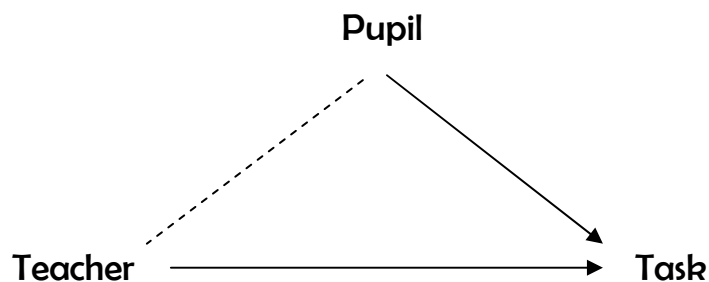
### Response to the task

- Needs to be autonomous and independent of teacher
- Hostility towards the teacher is directed towards the task
- The task operates as an emotional safety barrier between the pupil and the teacher

### Skills and difficulties

- Limited use of creativity
- Likely to be underachieving
- Limited use of language

The relationship dynamic within the profile can also be summarised by the Learning Triangle, in which the child avoids the relationship with the teacher, and directs his or her focus towards the task.





## Interventions which may assist practice

- The relationship between the pupil and the teacher is made safe by the presence of the task. **Highly structured games with clear rules and outcomes** can assist in overcoming this resistance to offers of help.
- **The presence of another child** can moderate the intensity of the teacher's proximity. Pairs or small groups may help a child to experience closer proximity to the teacher but moderated by the presence of others.
- **Using a mentor** who can act as an intermediary. This strategy can enable to young person, about whom there is a concern, to contribute more to a discussion as the presence of a mentor and defuse any tensions arising from the teacher/student interaction.
- The learning task is the starting point for a pupil who finds relationships challenging. **A plan clearly stated at the beginning of the lesson with precise well structured tasks which can be completed independently** can reduce the perceived threat of "not knowing" something and feeling unsupported.
- **Differentiation of the task**, which acknowledges the pupil's need to exercise some choice, demonstrates that the pupil is being thought about held in mind.
- Verbal expression can sometimes be inhibited within this group of children and as such writing can be associated with self-expression. **Structure** can assist in this area with the option of filling in boxes, completing sentences and writing brief sentences in confined spaces can help calm fears.

## Resistant /Ambivalent Attachment

### Approach to school and classroom

- High level of anxiety and uncertainty

### Response to teacher

- Need to hold onto the attention of the teacher
- Apparent dependence on the teacher in order to engage in learning
- Expressed hostility to the teacher when frustrated

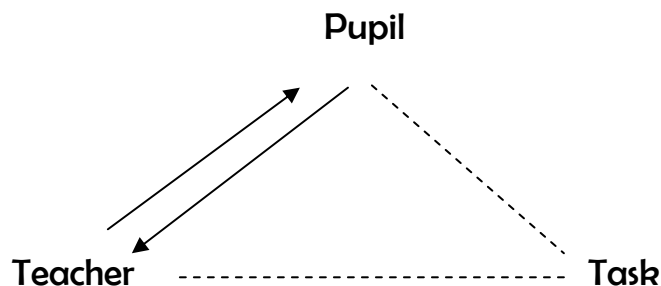
### Response to the task

- Difficulties attempting the task if unsupported
- Unable to focus on the task for fear of losing the teachers attention

### Skills and difficulties

- Likely to be underachieving
- Language may well be developed but not consistent with levels of achievement
- Numeracy may be weak

The learning triangle for this pattern reflects the pupil and adult at the expense of the task: interpreted in terms of early relationships, it may demonstrate an unresolved conflict, which does not permit “another to intrude into the mother/child dyad. In the learning situation, the child is preoccupied with the relationship with the teacher, at the expense of the task.



## Interventions which may assist practice

- **Differentiation of the task** into small independent steps
- **Turn-taking** to model the experience of two separate people working alongside each other.
- **A timer** can help moderate anxiety during short, timed, independent tasks.
- **Board games** provide separation and can also create opportunities to express hostility towards adults in a safe manner – with structure and rules.
- **Holding a special (transitional) object** can take the place of the teacher for short periods – “*please look after this for me for a while*”
- **Making explicit comments** across the classroom can be reassuring. They demonstrate that the teacher is aware of the pupil and thinking about him or her.
- Children with this attachment style may have a capacity to be tuned into others that will enable them to predict and control others in order to re-assure themselves. This can be experienced by others as very bossy and controlling. For some children this capacity can become an asset in the classroom when appropriately directed into being helpful to the class in ways other than caring for others – **giving responsibility for a task rather than people**. The children can then experience themselves as involved with others as well as functioning with some degree of independence.
- **Small group work**, which facilitates peer relationships and provides opportunities to explore experience through stories of imaginary journeys, enables the child to experience anxiety safely, find support from peers and experience having a “mind of their own”. (Morton 2000, Waters 2004)
- **Planning beginnings, separations and endings** at the beginning and the end of the day. E.G, a planned withdrawal of the parent or a brief time in the office before going into class.
- **Planning and warnings of changes and class movements** can ease separation anxiety being triggered when changes take place.
- **Reliable consistent adult support**. The presence of someone to go to on arrival in school at the beginning or during the day can assist a child with separation anxiety.

## **Disorganised / Disorientated Attachment**

### **Approach to school and classroom**

- Intense anxiety which may be expressed as controlling and omnipotent

### **Response to teacher**

- Great difficulty experiencing trust in authority of the teacher but may submit to the authority of the head of the school
- May be unable to accept being taught and / or unable to “permit” the teacher to know more than they do

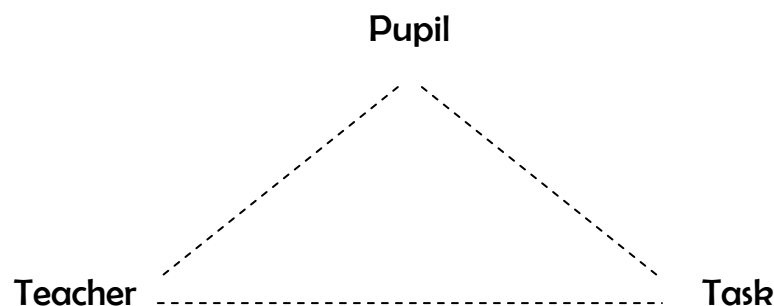
### **Response to the task**

- The task may seem like a challenge to their fears of incompetence, triggering overwhelming feelings of humiliations and rejection of the task
- Difficulty accepting “not knowing”
- May appear to be omnipotent and know everything already

### **Skills and difficulties**

- May seem unimaginative and uncreative, and find conceptual thought difficult
- Likely to be underachieving and possibly at a very immature stage of learning

The triangular model for this pattern demonstrates the difficulties in engaging with the teacher and with the learning task and has long term implications for future adult relationships and access in society. The fear of many who work with these children is that there may be long term implications for mental health and offending.



## Interventions which may assist practice

- **Safety, reliability and predictability.** The first experience of this may be to attend a place, for example the school or unit, on a regular basis in which safety is assured and actively promoted by rules, which focus on keeping people and things safe. School may be the first experience of a structured day with predictable activities and rituals.
- **At the point of crisis** when fear is triggered is a vital time for **the teacher** to hold onto thinking, to be **non-reactive and to communicate some understanding**. It is at this point that new pathways can begin to form, which provide alternative ways of responding other than fight-and-flight.
- **Positive feedback** can help to develop and reinforce more positive responses.
- **AGREED PROCEDURES AND RESPONSES** and **COLLEAGUE SUPPORT** are imperative in order to protect the teacher as well as controlling reactivity for the child.
- **Acknowledging the developmental stage rather than the chronological age** is a useful starting point as their learning may be at a primitive stage. Activities which engage left brain function can be soothing to highly charged states. E.G. colouring, sequencing objects/ pictures, copying can be a starting point. Engagement with an appropriately **do-able and differentiated task**.
- **Explore feelings and situations without reference to self** via stories / role play
- **In unpredictable situations** which result in a sudden eruption of violence or distress stepping back and engaging a “safety routine”, avoiding confrontation is a first step. For younger children this could be the **removal to a safe, quiet and unstimulating place** e.g. the room of a senior teacher who is perceived as powerful/safe and being given a box of **routine activities**. For older children a **permission card to remove themselves** to a place of safety without the need for confrontation. Once reactivity has calmed, the incident can be talked through and the child returned to the classroom.

## **A Positive Attitude and a Problem Solving Approach**

We know that a positive attitude and a problem solving approach is an important resilience factor. Protective Behaviours training and the Restorative Justice initiative are two examples of interventions that promote these goals.

## Protective Behaviours

Protective Behaviours is a safety awareness process, which explores the difference between feeling safe, fun to feel scared, risking on purpose and feeling unsafe. It suggests that these differences are manifested by what it calls early warning signs: specific bodily responses that signal when we do not feel safe and by the degree of choice, control and time limit that we feel we have in a situation. The approach also encourages everyone to develop their personal networks of support, to explore how to let people know when we need to talk to them and building problem-solving skills.

The Protective Behaviours (PBs) process starts from the belief that we cannot be scared into feeling safe. It therefore avoids a focus on scary scenarios and rigid sets of rules for how to deal with unsafe situations (which tend to induce fear and guilt). Instead, it teaches an ability to recognise when we are not feeling safe, and provides skills and tools to enable individuals to take action and get help when they need it. Protective Behaviours also recognises that life is also about taking risks and trying new things and that this is part of our development and an important life skill.

Protective Behaviours is based on two themes, which are used to teach and reinforce the basic concepts on which the process is based:



**WE ALL HAVE THE RIGHT TO FEEL SAFE**

**THERE IS NOTHING SO AWFUL THAT WE CAN'T TALK ABOUT IT WITH SOMEONE**

Training is available from Safety Net which is a registered charity based in Brighton. They run regular Protective Behaviours Training courses and can also deliver to organisations at their own venue. For more information contact them on 01273 696622 or e-mail [info@safety-net.org.uk](mailto:info@safety-net.org.uk).

For more information on Protective Behaviours their website is [www.protectivebehaviours.co.uk](http://www.protectivebehaviours.co.uk)

## Restorative Justice



Restorative Justice is a developing initiative in West Sussex. It aims to resolve issues of conflict and harm caused, affecting a pupil's life at school.

- The restorative approach is a tool, which can be incorporated into a school's behavioural policy. The pupil who has done wrong becomes accountable to those he/she has harmed.
- This can be done via an instant intervention which we call 'in the corridor - in the classroom' or as a conference between the wrongdoer and the harmed.
- The aim is to facilitate communication and dialogue, which restores and promotes relationships.

**The problems that can be helped by Restorative Justice include:**

- Bullying, name calling, assault, harassment, racist incidents, truancy, theft, conflict between pupils, between teachers and pupil teacher conflict.

**When is it appropriate to use Restorative Justice?**

- Whenever there is conflict or wrongdoing.
- It can be used in place of a fixed term exclusion or permanent exclusion with clear RJ agreements being made.

**How can it be successfully implemented in schools?**

- Share the vision
- Commit to the approach
- Identify core staff (could be all staff) to receive initial 'in the corridor – in the classroom' training
- Identify key staff to receive conference facilitator training
- Inform the children and their parents
- Monitor change

If you would like to introduce Restorative Justice into your school contact: **Kate Balmforth** or **Juliet Starbuck** on 01903 718739 or email them at [kate.balmforth@westsussex.gov.uk](mailto:kate.balmforth@westsussex.gov.uk) or [juliet.starbuck@westsussex.gov.uk](mailto:juliet.starbuck@westsussex.gov.uk).

For more information, go to: <http://wsgfl.westsussex.gov.uk/ccm/content/community-projects/yos/restorative-justice-in-schools.en>



## **Support for Schools around Social & Emotional Issues**

### **Behaviour Advisory Teachers**

There are approximately 10 full-time equivalent Behaviour Advisory Teachers across the county. They are part of the Inclusion Support Team (comprising of Advisory Teachers for Learning, Social Communication Difficulties, Ethnic Minority Achievement Team and Traveller Education Service) but are also assigned to the eight ISDA areas.

The Behaviour Advisory Teachers attend Planning And Review Meetings (PARMs) termly in every primary school. Their role being to support advise and sometimes challenge schools on the inclusion of children with social, emotional or behavioural difficulties.

They also offer:

- Observation and assessment
- Direct group or individual work with children
- Meetings with parents
- Action planning/ problem solving
- Contributing to Common Assessments, Team Around the Child meetings and Pastoral Support Programmes
- A comprehensive programme of training centrally or tailored to individual schools needs (to senior management, teachers, higher level teaching assistants, learning mentors, returners to teaching, teaching assistants and lunchtime supervisors)

The Behaviour Advisory Teachers contribute to the delivery and promotion of the Behaviour, Attendance and SEAL national Strategy, Inclusion Development Plan, and Every Child Matters agenda, and have active participation on various county strategy groups including Transfer and Transition, Behaviour Implementation Group, Team Teach (physical intervention and restraint) and SEAL (Social and Emotional Aspects or Learning)

## **SEAL – Social and Emotional Aspects of Learning**

Following successful piloting, the SEAL curriculum resource was made available to all primary schools in 2005 and then developed to include a secondary curriculum.

The resource was produced because of the growing body of evidence that suggests that developing children's social, emotional and behaviour skills is an important and effective way of improving their behaviour, attendance and consequently learning. By building these skills and by doing so progressively throughout the school years, lasting improvements to potential life outcomes could be made.

The SEAL resource is an explicit, structured, whole-curriculum framework and resource for teaching social, emotional and behavioural skills to all pupils. It has a whole school approach and builds on existing good practice. It can be readily adapted to fit in with individual schools circumstances and ethos.

The resource contains:

- Assembly materials on clear SEAL themes
- A spiral curriculum which revisits each theme (and skills associated with them) each year, offering new ideas and activities
- Flexible lesson ideas at each developmental level
- Explicit links and ideas for the theme to be developed across the curriculum

The resource can be found at: [www.bandapilot.org.uk](http://www.bandapilot.org.uk)

Alternatively, contact a Behaviour Support Teacher, Educational Psychologist, Behaviour and Attendance Consultant, member of Healthy Schools Team or a Locality Link Officer for support in implementing or developing further in a West Sussex school.



**One-to-One  
Activities**



## **One-to-One Activities – Contents**

**Fantasy Island**

**All about Me**

**Bottling Thoughts**

**Helping Hand**

**Problem Solving**

**Goals Rocket**

**Overcoming Your Gremlins**

**My Mountain**

**Mood Diary**

**Stop and Think!**

**The Magic Circle**

**The Negative Trap**

**Want some Magic to help you?**

**What Lit the Fuse?**

**The Deal (two versions)**

**School – Thoughts and Feelings**

**Cards**

- **Strengths Cards**
- **Skills Cards**
- **Feelings Smileys**
- **Feelings Cards**

# **Fantasy Island**

## **One-to-One Activity**

Ask the young person to draw an outline for an island. The young person then draws or writes things / people that they would take to their fantasy island. This can then be used as a discussion tool.

N.B. A version of this activity can also be completed as a group. Please see separate sheet in the "Group Activities" section of this file.

This is useful as a 'getting to know you' or introductory session, or to discuss what is important for a young person, perhaps to get a bit more understanding of what interest them.

Good for young people who are not very communicative.

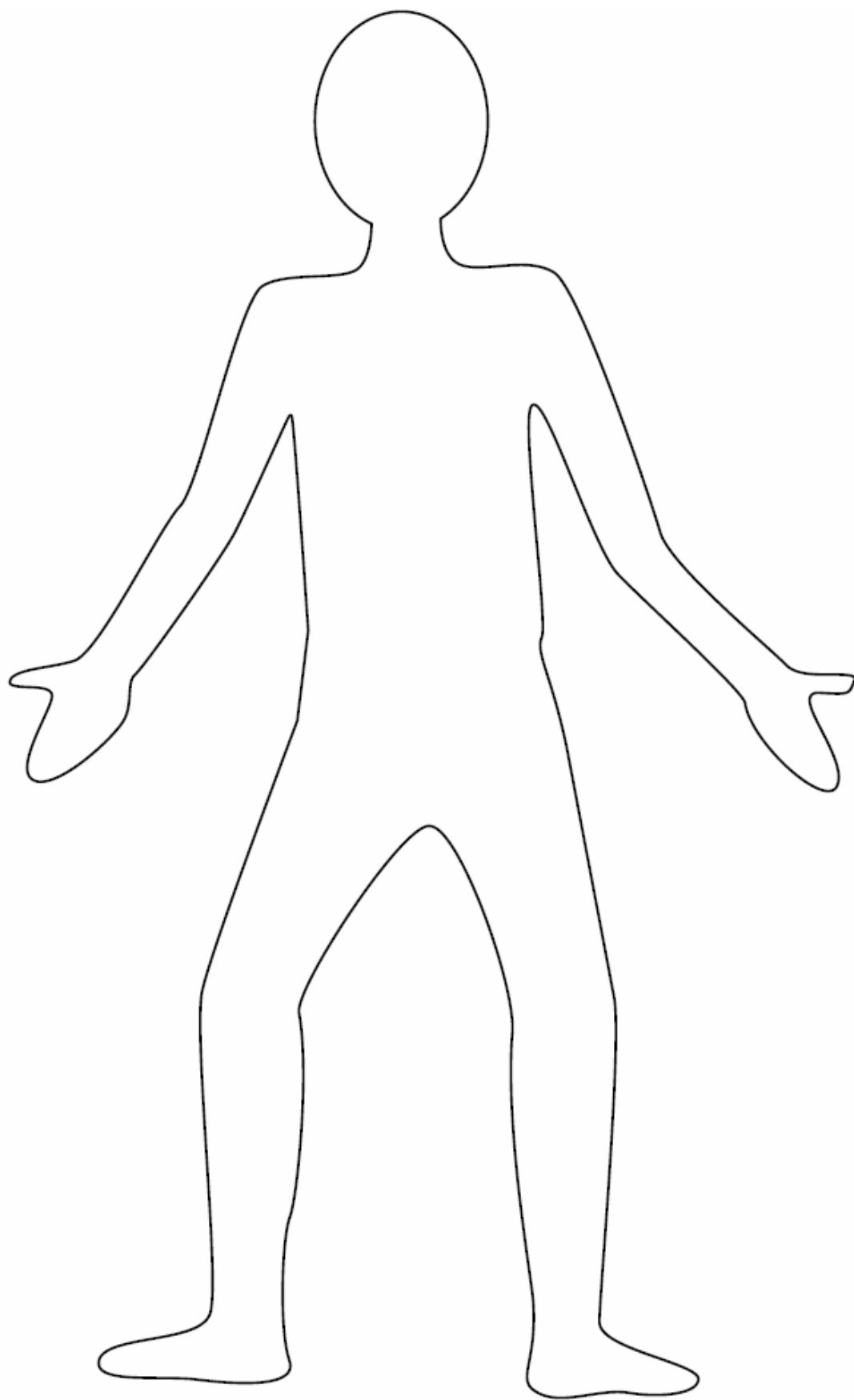
## All About Me

**Instructions:** Draw a large silhouette of a person, enlarge the example opposite or ask the parent to draw round the child on a big piece of paper. (It is not advisable for the professional to draw around the child due to child protection issues) Write the prompts around and inside the outline. Get the young person to write their answers to the prompts– this can be used as a “getting to know you” tool or to promote discussion. More pertinent questions, about anxiety or school, can be mixed in among friendlier topics, such as favourite books.

Ideas for prompt sentences:

My favourite film  
My favourite TV programme  
What worries me most  
A person I can talk to about my problems  
My best friend  
What I would buy if I had £20  
What I did last weekend  
My favourite subject  
My least favourite subject  
The teacher I get on best with  
Something I'm good at  
What I do when I'm angry  
My favourite band  
What I want to be in the future  
My ideal day

This activity is good for younger children, such as primary age, or for young people who are difficult to engage. It is an ideal activity to break the ice when getting to know a young person who appears anxious and worried about talking. It can diffuse the tension and fear of meeting a new person, and is very “hands-on.”





## **Bottling Thoughts**

Students write their worries in each space in the bottles.

Encourage them to think about times they worry about, places they worry about, situations and other things that make them worried.

They could divide the worries into big worries, small worries and tiny worries in bottles – or divide into places i.e. worries at school, worries at home, and worries in other places.

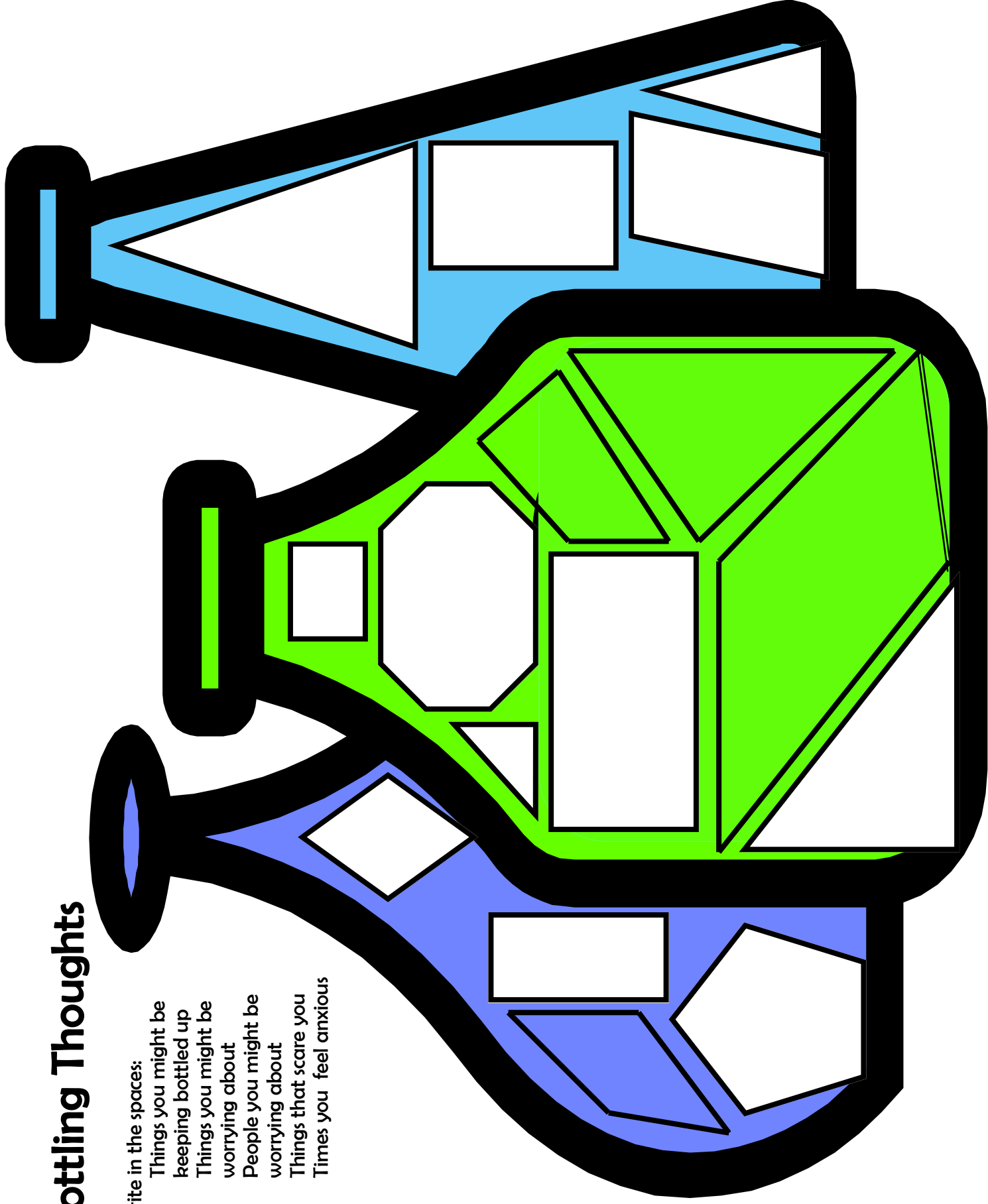
This can then be used in conjunction with “worry time” (see Worry booklet in the previous Background Reading and Useful Information section). The young person can get out the bottled thoughts at the designated time and only worry about them at that time. This activity can be adapted by using a real bottle, which is kept in a safe place.

This is good for children who have a lot of worries or are anxious. These may be sensitive issues for the child and can be very useful in identifying what causes them the most worry.

# Bottling Thoughts

Write in the spaces:

- Things you might be keeping bottled up
- Things you might be worrying about
- People you might be worrying about
- Things that scare you
- Times you feel anxious



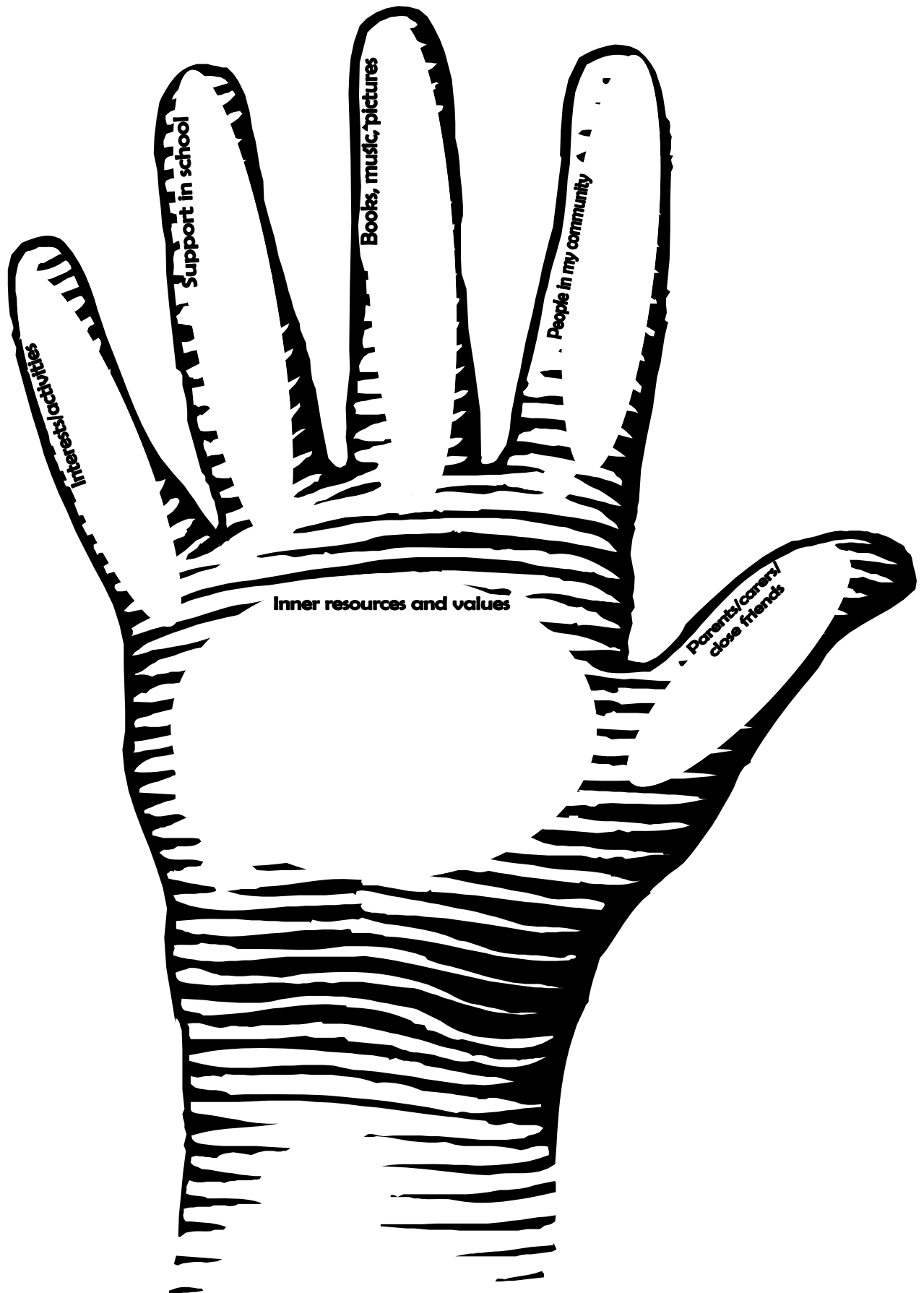
## Helping Hand

This could be used as a one-to-one or group exercise.

Each person draws around their own hand and then fills in the fingers in relation to different areas where they can find strength and help. For example, on the thumb write the name of someone they trust and can talk to and on the small finger write something that makes them happy, such as walking the dog, swimming etc. In the palm write something that they consider to be a strength within themselves, for example, the ability to cope in a crisis or being able to write feelings down in a diary etc.

Better for older students who are able to reflect on themselves and the world around them.

# My Helping Hand



## Problem Solving

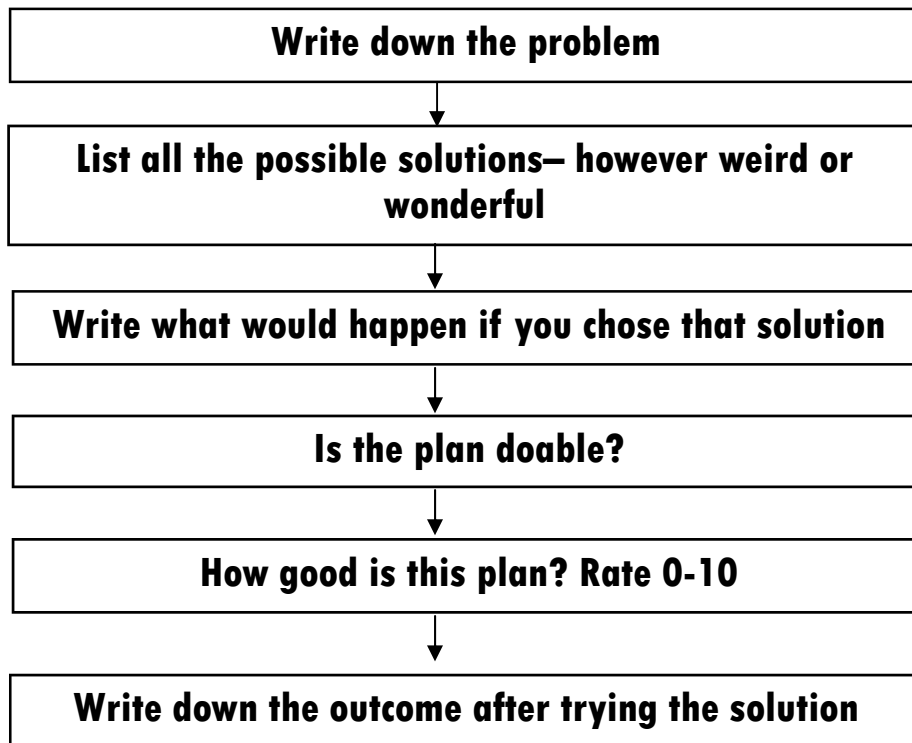
Children who are resilient are able to solve problems on their own, or know who to talk to for help solving problems. By helping young people to develop feelings of mastery and control we are helping them to become more resilient and to enable to cope with difficulties they may face.

Work with the young person, following the steps in the flowchart and writing down all the results. This enables the young person to see that there is more than one solution to a problem, and that by considering all the options he/she might come up with even more solutions. This approach can be used in many situations, from friendships problems to difficulties with homework, and encourages self reflection.

Taken from : Overcoming Your Child's Fears and Worries, Cresswell C. and Willets L. 2007, Robinson

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## Problem Solving



## **Goals Rocket and Overcoming Your Gremlins**

These two pages are charts which can be used to think about what goals the young person wants to achieve or things they want to overcome. This is useful for children who are finding it difficult to go to school or do something due to worry/ anxiety.

For example: a young person who wants to go back to school after being off for a long time may find it difficult to go to P.E.

This can be broken down into stages, with number 5 being the easiest task and number 1 being the final goal:

1. Go to all Lessons
2. Do P.E. once
3. Put P.E. Kit on and watch P.E.
4. Help with P.E. in school uniform
5. Watch a P.E. lesson in uniform

Each stage in the chart may have to be practised a few times before moving on to the next one.

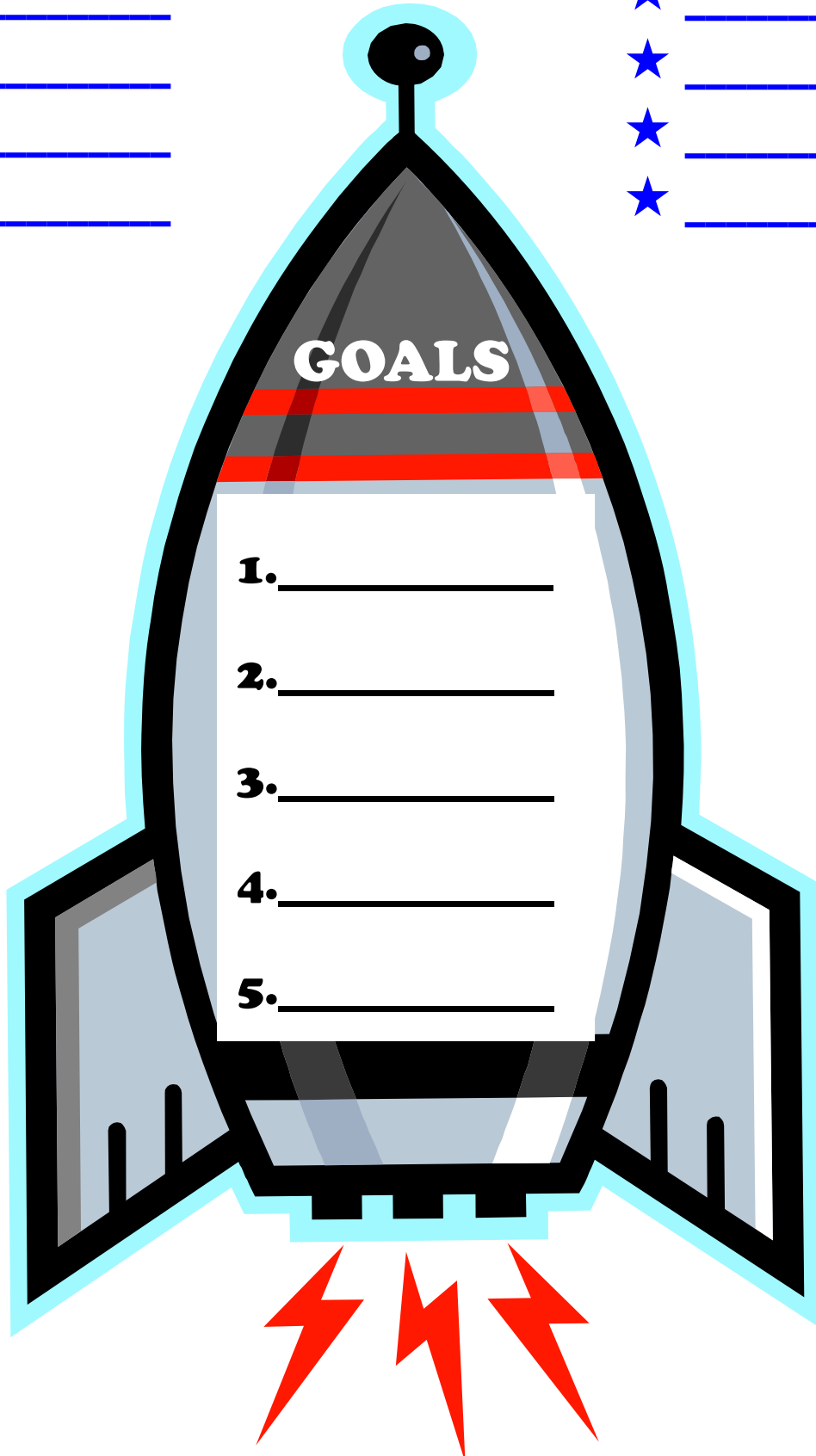
Rewards can be set for completing each stage. (see praise and rewards section in further reading) Helpful thoughts can be things like “I enjoy football so I might enjoy P.E.” or “I know my friends will cheer me on”

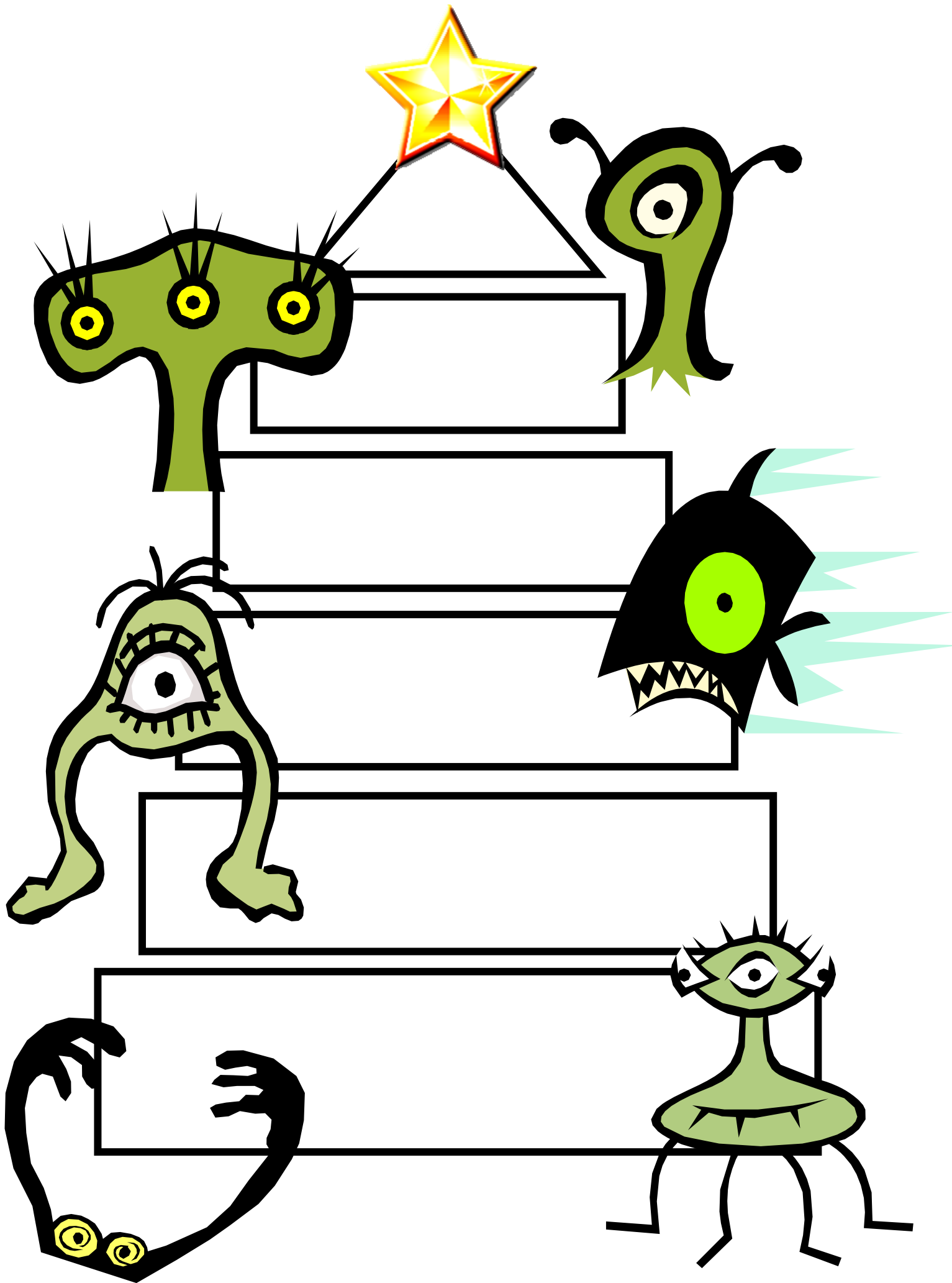
## Helpful Thoughts

- ★ \_\_\_\_\_
- ★ \_\_\_\_\_
- ★ \_\_\_\_\_
- ★ \_\_\_\_\_
- ★ \_\_\_\_\_

## Rewards

- ★ \_\_\_\_\_
- ★ \_\_\_\_\_
- ★ \_\_\_\_\_
- ★ \_\_\_\_\_
- ★ \_\_\_\_\_







## **My Mountain**

Suitable for students of Y6 age and upwards – depending on the child's ability to reflect.

Ask the child to think about what they see as success in the future and list – i.e. pass GCSEs, get a good job, go to 6<sup>th</sup> form etc. then ask them to think about what is in the way of them and their future success – what might be stopping them? I.e. being distracted by friends, not concentrating in school – write these under Mountain – discussion can then continue around how they might get over their “mountain”.

Good for secondary age students, who perhaps are having problems focussing on school and are getting distracted by friends, getting into trouble etc.



Name: \_\_\_\_\_

Mountain

Future Success

## Mood Diary

Encourage young people to track their moods and behaviour by using a Mood Diary. They should fill it in daily, noting their own feelings and significant events – i.e. “Had a test and was very worried” or “Got invited to a friends party”, then rate their own mood on a scale of 0 – 10 in the final column. Asking a parent or teacher for positive comment is also useful to help build self esteem. This technique is useful for illustrating that often the anticipation of an event causes more worry than the actual event.

It is useful to complete this if you will see a young person more than once, or maybe over a long time. It is good to ask them to do this in their own time. By looking back over these, we can see that everyone has good days and bad days. The aim is not to have consistently good days, but to reflect on how sometimes we are happy, sometimes we are not.

A variation on this would be to rate the mood before each event that is causing worry, then rate mood afterwards, and discuss this.

A useful tool for children who worry a lot and who view things very negatively.



## STOP AND THINK!, The Magic Circle and The Negative Trap

Wouldn't life be great if you could make good things happen more often and make bad things happen less often? This simple idea is the basis of a powerful tool used by people in many different walks of life to stop and think about good or bad experiences and work out how to repeat the good ones but how to avoid the bad ones. The process can be broken down into 4 steps, listed below.

- **EXPERIENCE** – You focus on something that happened that was really good or really bad.
- **FEELINGS** – You find the words for how you felt about it. Get everything off your chest so that later, you can think more clearly.
- **THINKING** – You figure out, calmly and rationally, what you can do to avoid the bad experiences and repeat the good ones.
- **ACTION** – You plan what to do next time.

A lot of people find that writing things down helps gets their thoughts clear, but it's also the thinking that's really important. An example of how this can work follows, good experiences as well as for bad ones.

Date	Experience	Feelings	Thinking	Action
Tues	Dad moaned about the state of my room. Got in a real strop and said some nasty things.	Furious with him and felt out of control. When I calmed down I felt ashamed of what I'd said	Better to "lose it" in private so I don't have to say sorry later.	Next time I feel I'm going to "lose it" with Dad, I'll go to my room and take it out on my pillow
Fri	Got an A for my history coursework	Proud, confident. Can do it again	Break down big tasks into smaller, more manageable tasks. (Big tasks overwhelm me and I give up).	Keep using a step-by-step approach.

Before completing these activities, it may be useful to talk about feelings versus thoughts, and perhaps create a list of feelings words, such as respected, angry, jealous etc. (Use Feelings Cards for more ideas). The Speaking Without Words activity may also be useful.

# STOP AND THINK!

Date	Experience	Feelings	Thinking	Action



## The Magic Circle

Think about something you have done recently which you really enjoyed. Write or draw in the circles below.

- What you **DID**
- How you **FELT**
- What you were **THINKING**



What were you **DOING**?  
(place, people, activity)

How did you **FELT**?

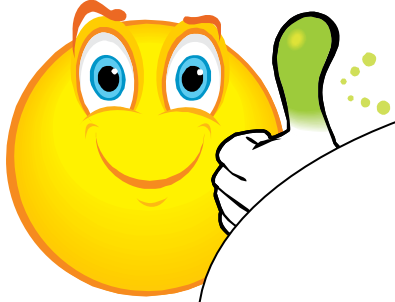
What were you **THINKING**?



## The Negative Trap

Think about one of your most difficult situations and write / draw:

- What HAPPENS
- How you FELT
- What you THINK about when you are in that situation



What HAPPENS:

How I FELT:

What I THINK



## **Want Some Magic to Help You?**

Originally from *Volcano in my Tummy*, this activity would be good to use with children who sometimes get angry or lose their temper.

Particularly useful for younger children, who are finding it difficult to communicate with friends and family, or having problems with friendships.

This activity could be adapted for older children to use as a communication exercise or a group discussion. For example, “Think of a time you got annoyed with someone – how could you have used this sentence to explain what happened?”

Name: \_\_\_\_\_

Date: \_\_\_\_\_

### WANT SOME MAGIC TO HELP YOU?

- Use 'I' statements to say how you feel and what you want.
- Never use 'You' statements because people think you're blaming them.

Learn this by heart



It's magic!

I feel \_\_\_\_\_ (angry, annoyed, furious, niggled, etc.)

When \_\_\_\_\_ (say what happened)

Because \_\_\_\_\_ (why it upsets you)

I would like \_\_\_\_\_ (what you want to happen or change)

Think of 2 situations in which you felt angry with someone.

Using the 4-part magic phrase, write what you could have said in those situations.

1. (a) I feel \_\_\_\_\_

(b) When \_\_\_\_\_

(c) Because \_\_\_\_\_

(d) I would like/prefer/want \_\_\_\_\_

2. (a) I feel \_\_\_\_\_

(b) When \_\_\_\_\_

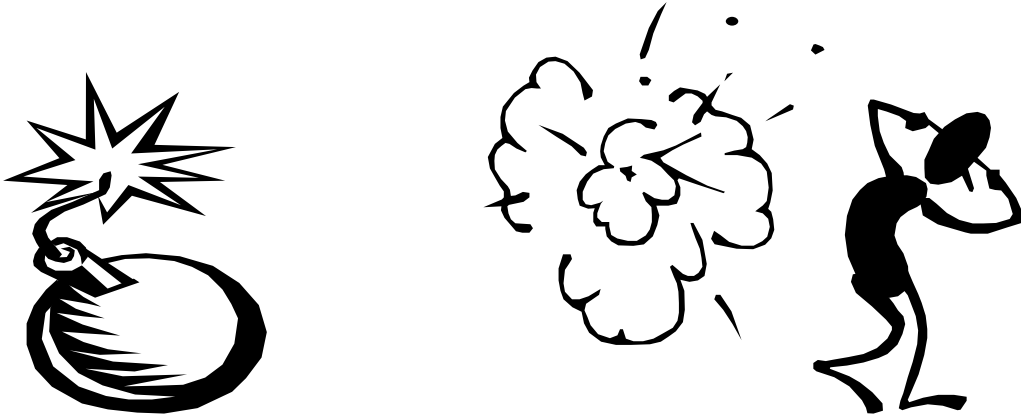
(c) Because \_\_\_\_\_

(d) I would like/prefer/want \_\_\_\_\_

## **What Lit The Fuse?**

This activity is useful to introduce the idea of anger having triggers, and identifying those triggers. It could be used with young people from year five upwards, as a group or individual activity. It would be helpful to talk about dealing with anger following on from doing this activity, or to couple it with Stop and Think! or the Negative Trap activities. It would also be good to talk about what the young person can do to avoid getting angry if they are in that situation again.

## WHAT LIT THE FUSE?



If we are stressed, worried or carrying anger around, it may only take a little thing to trigger an explosion. Everyone has different triggers, e.g. being called a particular name. What things particularly annoy you? A particular person? Being bossed around? Unfair things? List four of them below.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

Write down a situation in which you exploded over a little thing.

---

---

Discuss the situation with a partner. Ask each other these questions:

- 1) How high on a scale of 0 to 10 did you get? (If 1 = not angry and 10 = very angry)
- 2) Who did you show your anger to?
- 3) Who were you really angry with?
- 4) How did you feel inside your body?
- 5) What did you do with your body?
- 6) What was your trigger?
- 7) What did you do to get control of your anger?
- 8) Did you direct it (use it wisely), repress it (bottle it) or explode?

# The Deal

When negotiating targets, particularly for behaviour, with a child or young person, it can sometimes be useful to formalise such a discussion. "The Deal" is a way of doing this, providing a very visual account of such an agreement. It is important that the review date is completed so that progress can be monitored and new targets set.

---

## The Deal



If I ...

For...

Then I can...



Signed \_\_\_\_\_

Signed \_\_\_\_\_

Date \_\_\_\_\_

Review Date \_\_\_\_\_



# The Deal

If I ...

For...

Then I can...



Signed \_\_\_\_\_

Signed \_\_\_\_\_

Date \_\_\_\_\_

Review Date \_\_\_\_\_



## **School!**

This activity can be used as a basis for discussion either with an individual or for group work and can be used to look at both positive and negative thoughts. If being used for group work, it can be particularly useful to discuss feelings about transition to secondary school. The individual children can complete the bricks, which can then be cut up and “drawn out of the hat” randomly, and the thought or feeling can then be discussed as a group. An alternative would be to write the feelings and thoughts on the wall in graffiti style and then use for discussion.

# SCHOOL!

What does that word do for you? On the wall below write as many words as you can, describing thoughts and feelings that you have about school.




## **Strengths Cards**

The Strengths listed over the next few pages can be photocopied and cut out to form individual cards.

Scatter the cards on the floor and get the young person to think about their own strengths and to put the cards into three lists – Definitely, Mostly and Sometimes. Write the lists down or take a photo of the lists, then type or write up to make a poster that the young person can keep.

A template sheet has been provided to write up the lists.

Talented

*Forgiving*

Kind

Courageous

Hardworking

Honest

Cautious

Responsible

Courteous

WARM

SUPPORTIVE

Friendly

**Protective**

*Caring*

**Powerful**

**Skilful**

*Energetic*

**Efficient**

**RESOURCEFUL**

**Creative**

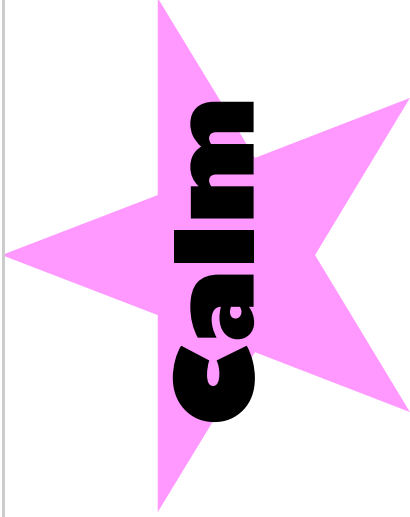
**Adventurous**

**Determined**

**Thoughtful**

**Humorous**

**Calm**



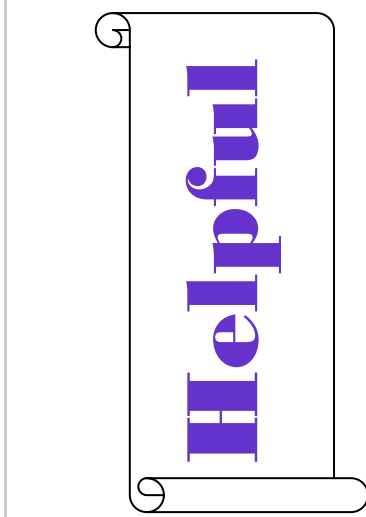
Co-operative

**Loving**

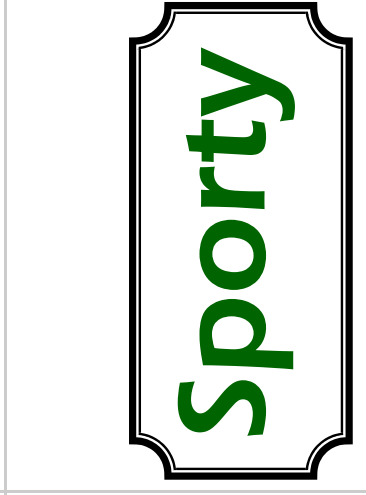
Happy



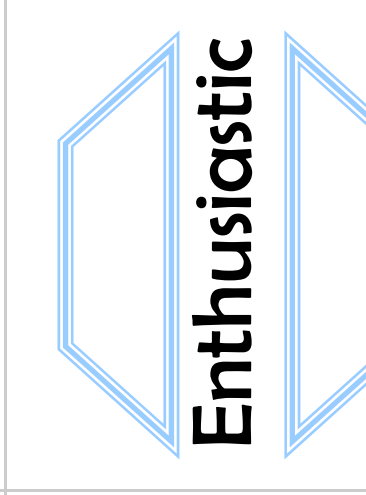
Helpful



Sporty

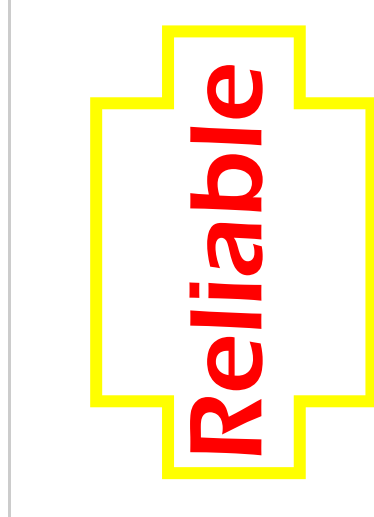


Enthusiastic

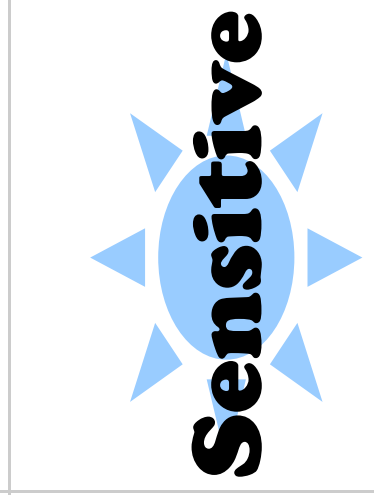


Organised

Reliable

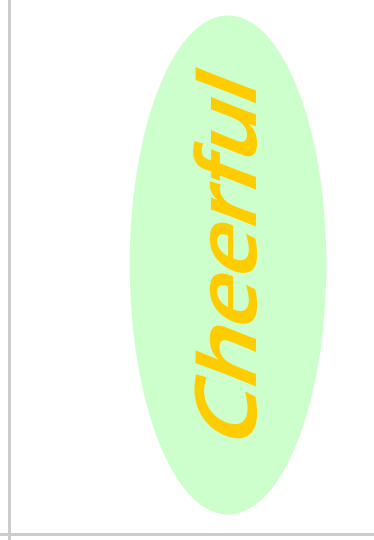


Sensitive

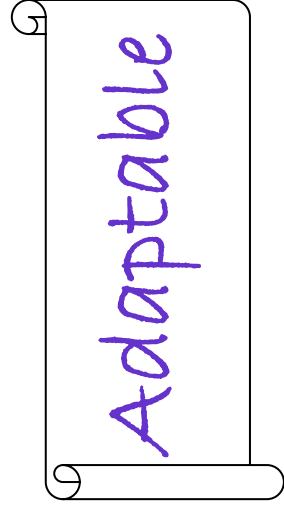
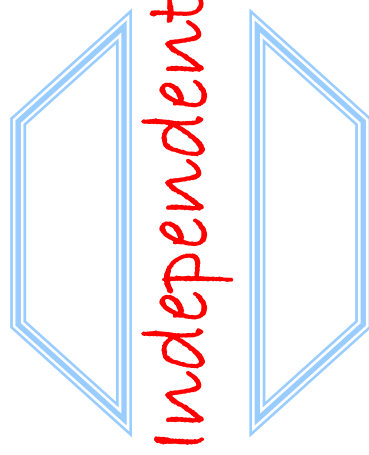
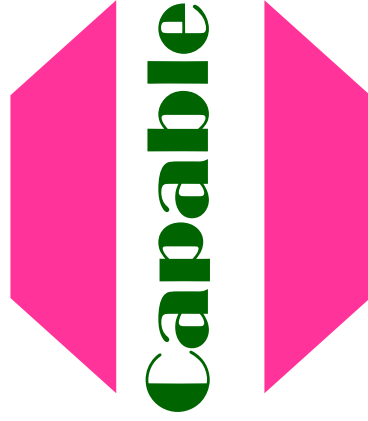
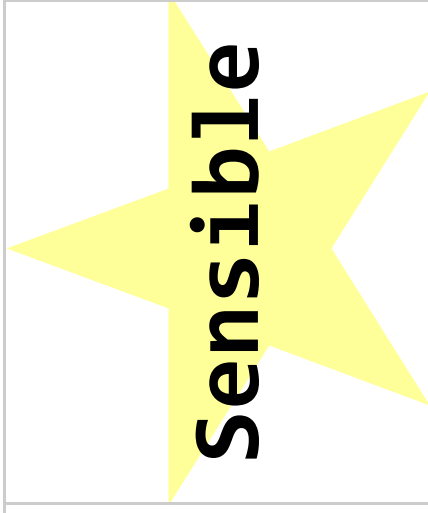
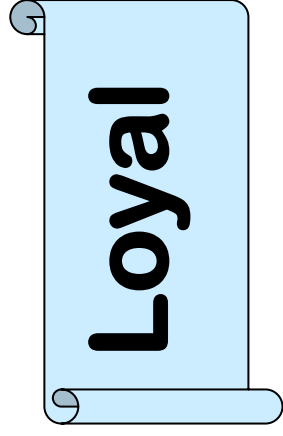


Colourful

Cheerful



**Resilient**



*Assertive*



# My Strengths...

**Definitely**

**Mostly**

**Sometimes**



## Skills Cards

The skills listed over the next few pages can be photocopied and cut out to form individual cards.

Start by asking the young person to pick out some skills that they have and write these down in a list. Then ask them to add other things that they are good at to the list. Discuss what qualities they have in particular to make them good at these skills. Ask them to pick out a card of a skill they would like to improve. What would they need to do in order to be good at this skill? What difference would it make if they were good at this skill?

A template sheet has been provided to fill in with 'What am I good at?' and 'One thing I'd like to be better at is .....'. Note that the emphasis should be recognizing existing skills, without putting too much pressure on what skill the child wants to improve.

These are both good activities to do with children who seem to have low self-esteem, or find it difficult to talk positively about themselves.

The activity is suitable for most ages, although for younger children some words need to be removed or replaced. Encourage children to make their own cards to add.

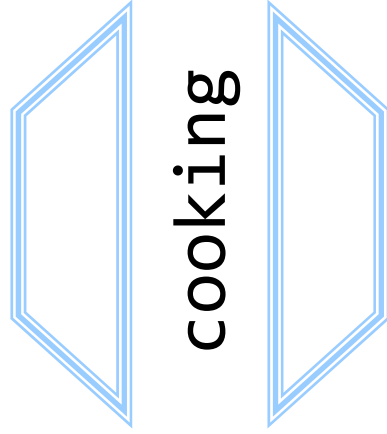
A variation / extension to this could be to take a few of their skills and illustrate the word, with pictures that say something about themselves. It would also be interesting for young people to explain when they have demonstrated this strength. This means young people are focusing on real examples of when they have done something they are proud of and will hopefully be more aware of their strengths and skills when doing other activities, and will notice more examples of when they exhibit these skills in the future.

being  
trusted

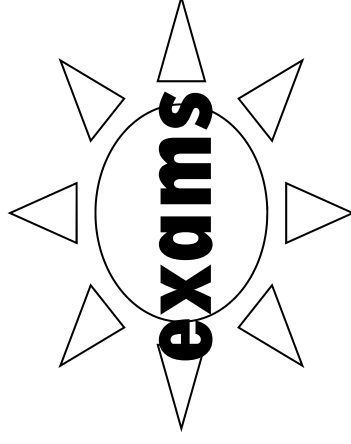
*keeping*  
*secrets*

**being**  
**generous**

using a  
computer



**sport**



*caring*  
*about other*  
*people*

singing

**WRITING**  
**ESSAYS**

**SORTING**  
**OUT**  
**ARGUMENTS**

**dancing**





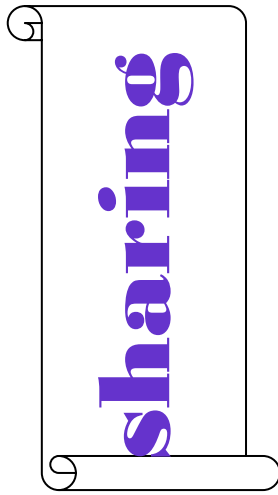
**saying sorry**

making  
people  
laugh

**talking**

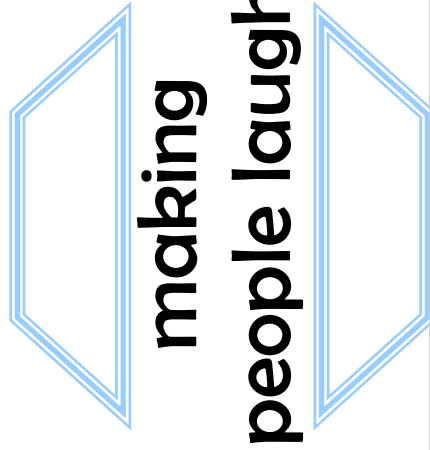


saying  
thank you



**sharing**

resisting peer  
pressure



making  
people laugh

*speaking in  
front of an  
audience*



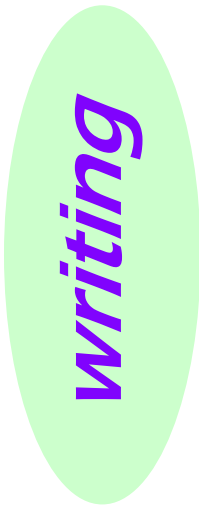
**talking to the  
opposite sex**



**getting on with  
my parents**



giving  
compliments



*writing*

**drawing**

working with  
children

**sleeping**

using a  
computer

**dancing**

**listening**

*fixing things*

**volunteering**

cheering people up

being creative

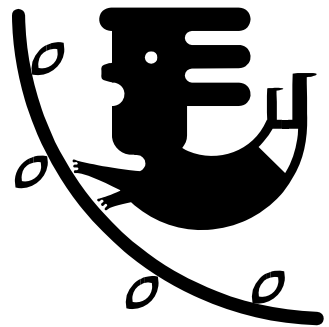
*telling  
jokes*

*swimming*

I'm good at...



What else?



One thing I'd like to be better at is...



## **Feelings Cards**

These cards can be used in many different situations, either with groups or with individuals. They can be used as an activity to discuss feelings, before going on to problem-solving activities such as Stop and Think!, The Magic Circle and The Negative Trap. Some of the feelings cards are not necessary when working with younger children, so it is a good idea to select some cards to use with the group. It is ideal for using with secondary age pupils, particularly those with limited emotional literacy.

Some suggestions for facilitating discussions:

- Ask students to pick two cards that they want to discuss
- Ask students to pick out a card of a word they don't understand
- Pick five cards randomly and discuss
- Ask students to group the cards in a way which they think is logical and explain why they have grouped them that way.

Ask questions of students along the lines of "Can you think of a time when you have felt.....?", "Do you think it is every ok to feel .....?", "How do you deal with it when you feel.....?"

Try to emphasise that there are no right or wrong answers, and that everyone's opinion is valid. If this is being used as groupwork, a trusting atmosphere needs to exist within the group for people to feel able to talk about themselves and their feelings.

## **Feelings Faces**

These cards have been designed with primary aged children in mind to be used for the purpose of discussing vocabulary around feelings. They could be used as stand alone cards or as a game.

If to be used as a game, they could be used as "snap", discussing each feeling as "snap" is achieved.

Another game could be "pairs". Place the cards face down on a surface, each player turning two cards over. The aim is to match two cards. When the match is achieved, the feeling matched should be discussed.



angry



unhappy



jealous



frustrated



sad



scared



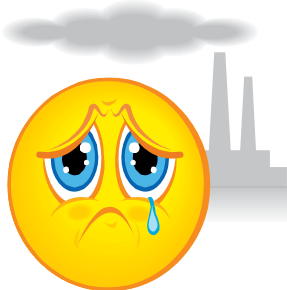
excited



stressed



confused



miserable



suspicious



nervous



happy



anxious



relaxed

*Accepted*

acknowledged

**Appreciated**

**LOVED**

**happy**

SUPPORTED

**Optimistic**

*Respected*

**Safe**

**Peaceful**

**Relaxed**

**MOTIVATED**

**Focused**

INDEPENDENT

*Confident*

**Capable**

*Proud*

**worthy**

**Excited**

*Fulfilled*

Rejected

*Ignored*

resentful

**hated**

**angry**

**Bored**

**Controlled**

*Frustrated*

**Pessimistic**

*Affraid*

**INSECURE**

**Tense**

**sad**

**TRAPPED**

*Confused*

**Dependent**



**Nervous**

**Isolated**

**Scared**

**DEPRESSED**

*Silly*

*Embarrassed*

**ashamed**

*Stupid*

**Numb**

**EMPTY**

**Worried**

**lonely**



# Group Activities

## **Group Activities – Contents**

### **Activities for Encouraging Self Esteem**

**VIP Board**

**Fantasy Island**

**Shipwrecked**

**Speaking without Words**

**Talking behind your Back**

### **Assertiveness**

- **Quiz**
- **Role Play**
- **Worksheets x 2**

**Leap Forward – Self Esteem / Transition Board Game**

**Questions for Group Discussion**

## **Group Activities to Encourage Self-Esteem**

### **Self Esteem**

These would be a good activities to do with young people who find it difficult to talk about themselves, are hesitant to talk or who prefer art/creative activities. Doing this as a group is beneficial as it allows students to discuss while being distracted by the task.

### **Self-collage**

Try to use a wide variety of magazines, pictures etc., rather than just girls magazines etc. – Good for all ages.

Gather together magazines and newspapers, and ask students to cut out pictures or words of things they enjoy doing, places they have been, careers they desire etc, and create a collage about themselves. Once they have finished, they write their name on the back of the collage, and then other students can guess whose collage is whose.

This is a simple and informative activity, useful to encourage discussion about similarities and differences between groups of young people, particularly when the group do not all know each other well.

### **Ranking Traits**

Ask students to rip a piece of paper into ten strips, and write on each strip a characteristic of their personality, both positive and negative. The students do not have to show other students their statements. The students then arrange the pieces of paper in order of what they most like about themselves and what they dislike.

Discussions can take place around giving up one or two traits – i.e. If you gave up one of these traits which one would you give up? If you gave up two traits what kind of person would you be? Students can be asked to give up their traits one by one, and then discuss which one they will take back and why. Students could also be asked to swap a trait with a friend.

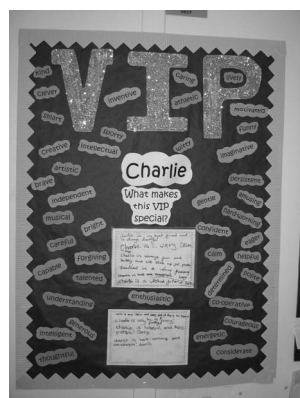
This encourages students to think about their personality as a whole, and how things they view as a negative (i.e. being shy) can also be a positive (good at listening).

## VIP Board

The idea of the VIP board is to boost the self esteem of all children in the class. The comments made about the VIP are reinforced by the fact that the individual then types up the comments made about them at the end of the week. (Only positive comments are allowed). The process allows all children to be treated equally. The “quieter” children who would sometimes go unnoticed are given an equal opportunity to be noticed. Examples are appended.

### Process.

1. All the children start the year with their name in a box. The first name is chosen at random; that child is then the VIP for a week. Their privilege is to take the register etc and they are first choice for all jobs and privileges. Their name is displayed on the VIP Board.
2. The VIP Board is covered in adjectives to describe people - they have been carefully chosen to try and reflect a wide range of personalities (e.g. courageous, sporty, witty, inventive, persistent, talented, gentle, caring, clever). The children should try and use as many different words as they can when describing their classmates, which has the added benefit of being a prompt to use in their writing! The Board has wipe clean sheets on, and everyone in the class should be encouraged, at some point in the week, to write a POSITIVE comment about the VIP. They may sign their name by the comment if they want, but they do not have to.
3. At the end of the week, the wipe clean boards are photocopied. The VIP then types up the comments. They make the page their own, using whatever fonts and colours they want. They take a copy home with them, and a further copy goes into a flip book for the class, so that gradually a "class book of VIPs" is created.
4. The outgoing VIP then randomly chooses the next VIP name from the box and the process is repeated the following week.



# Fantasy Island

## Group Activity

Divide a piece of paper into segments according to how many people are in the group. Each individual takes it in turn to draw the outline to their part of the island. They then add themselves, where they would live etc. to their part of the island before going on to add other things they would like on their island which can then be discussed. For example, one person may add an airport but would they let anyone else add a road that goes from one part of the island to another?

This activity can encourage collaboration and discussion as to what is important to individuals and as a group as a whole.

N.B. A version of this can also be used as a one-to-one activity – see sheet in the One-to-One Activities section.

This activity is suitable for students of all ages from primary right through to adult. It can be an enjoyable and very interesting activity, particularly if the leader/facilitator explains only the minimum to get the activity going. It is interesting to see which members of the group assume that the island can cooperate and interact and who sees themselves as pitted against the other members of the island!

## Shipwrecked

This group activity can be used to assist in encouraging and where necessary improve communication skills. It can also help with assertiveness skills as the individual needs to put their point of view across in such as to persuade the other group members to their way of thinking.

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# SHIPWRECKED!



You are shipwrecked alone on a desert island. You need to swim back to your boat to recover the following items that will help you survive on the island:

- Compass
- Matches
- Pint of water
- Blanket
- Hammer
- Radio
- String
- Knife

1. Decide individually the order of importance.
2. As a group, agree the order of importance.
3. Find correlation between the results, i.e. how does the individual's result compare to that of the group.

## **Speaking Without Words**

This activity can be used with a group as a tool to discuss feelings and how they may be portrayed.

Discuss the pictures to decide what that person is feeling. (You will need a selection of photos/newspaper clips). The individuals should then complete the grid before the group is brought together to discuss their findings. This discussion can be broadened so pupils reflect on their own experiences.

This would be good to do with groups of young people who have a low level of emotional literacy, or who find it difficult to talk about feelings.

This is suitable for a range of ages, from primary to year 10 or 11 secondary students.

This will help to develop the ability to identify those feelings in young people and their friends and to know what that feeling is called.



# Speaking ... Without Words!

Human beings have many different ways of communicating their feelings without necessarily having to use the spoken word. We give clear messages to others by the way we stand or sit by our movements, through our eyes and by the tone of our voice. Look through newspaper photographs and study the faces and positions of the people caught by the camera. What do they tell us, without having to read the stories attached?

Have a go at filling in the grid below; trying to work out how we are able to tell the particular mood that somebody is in.

MOOD	EYES	BODY POSITION MOVEMENTS	TONE OF VOICE
SHY			
AGGRESSIVE/ ANGRY			
CONFIDENT			
SAD			
SURPRISED			

# Talking Behind Your Back

## Resources:

- Paper
- Pencils
- Washable markers
- Sticky tape

## Skills:

- Giving and receiving positive feedback
- Physical interaction
- Developing confidence and self-esteem

## Instructions:

Each person uses a pencil to very lightly write his or her name on a piece of paper. They then help each other tape the piece of paper to each other's back (name not to be showing). Using washable markers, each person goes round writing something positive about that person on their back.

The papers are then removed and placed on the floor. The group are then encouraged to read the comments made about all of the individuals before they are invited to attempt to work out which one is theirs. All of the papers are then turned over and the individuals find their own paper and can celebrate what has been "said behind their back".

It is important to model this activity prior to it being completed and stress that only positive comments should be made.

## Variation.

The group sit in a circle. The first person writes their name on a piece of paper and passes it to the next person in the circle who writes a positive comment about that person. This action is continued until everyone has had comments written about him or her.

## **Assertiveness – Four Sheets**

The first 3 activities can be used on their own or as a series, but the fourth activity probably needs some introduction, by doing one or all of the other activities first.

Discuss what it means to be Positive, Assertive and Aggressive.

1. In small groups, students decide which falls into each category. Encourage students to reflect on which they think is most appropriate and why.
2. In small groups, students read the situation and decide what your response would be. If suitable, role play the response.
3. Self explanatory
4. Challenge students to go away and take on a task. Most suitable for secondary age pupils, perhaps in tutor time. This is aimed at more shy, nervous or anxious students, but could be used for any young people who have difficulties communicating effectively i.e. those who easily lose their temper.

The fourth page may need to be adapted slightly depending on the particular group. i.e. point 8 may need to be discussed and 14 could provide discussion about tact and how to explain yourself without causing offence.

# Assertiveness

Rate each response in terms of being either Passive, Assertive or Aggressive by ticking the appropriate column.

	P A S S I V E	A S S E R T I V E	A G G R E S S I V E
1 In a no-smoking compartment of a crowded train a fellow passenger lights a cigarette. Julie hates the smell of cigarettes.			
<b>Response A</b> Julie gets up and leaves the compartment.			
<b>Response B</b> Julie starts coughing and spluttering then says to the man, 'Listen, that is a disgusting, antisocial habit. I don't care if you kill yourself, but I don't want to die. Put that cigarette out or go to another compartment.'			
<b>Response C</b> Julie points to the 'No smoking' sign and says, 'This is a non-smoking compartment. Would you mind moving to a smoking area as I really don't like the smoke.'			
2 In a packed cinema the people behind Mr Brown keep talking in a fairly loud voice, detracting from his enjoyment of the film. The cinema is so crowded that he can't change seats.			
<b>Response A</b> Mr Brown suffers in silence and says nothing.			
<b>Response B</b> Mr Brown turns around and snarls at them, 'Don't you have any respect for others? If you don't shut up immediately I'll call the manager and have you thrown out.'			
<b>Response C</b> Mr Brown turns around, looks directly at the talkers and says, 'Your talking is distracting me from the film.'			
3 Mary, a secretary, is given a large piece of typing to complete at five minutes to five. She is planning to go out that evening and wants to leave at five o'clock.			
<b>Response A</b> Mary is really angry and thinks, 'what a thoughtless boss I have. I told him I was going out tonight.' She suffers in silence and leaves work at 6.15 feeling angry and irritable.			
<b>Response B</b> Mary explains to her boss that she'd like to leave on time and that she would do the work first thing next morning unless it was really very urgent.			
<b>Response C</b> Mary feels angry but starts the work. At about 5.30 she explodes, kicks the waste paper bin and storms into her boss's office saying that she's sick of the job and his thoughtlessness. She goes home and feels guilty for her anger.			

## **Role Playing – ‘Magic’ Group Activity**

**Age Level:** 8 yrs +

**Teaching Strategy:** Role playing

**Key Concepts:** Anger rules keep everyone safe.  
Stating what makes us angry is healthy.

**Materials:** Role play instructions  
Role play situations on strips of paper

**Procedure:** Divide your students into small groups to role play the scenarios on the following pages. Distribute a copy of the instructions to each group.

### **OPTIONAL**

Instead of supplying the scenarios, start by asking your students to write scenarios of situations that would make them angry. Put all the suggestions into a box and have each group draw one to act out.

### **Role Play Instructions**

In groups of 3 or 4 make up a mini-play of what you would do if these things happened.

Put on your play to the class and then ask the others to tell you if they think the angry person handled the situation in a healthy way.

Your solutions need to include a way of safely expressing feelings and, if need be, sorting out the problem. You can do these by saying what you need and what you're scared of and then listening to the other person.

1. What would you do if you come home from school and find your brother and his friend playing in your room with the new game you just got for your birthday? Your mum is in the kitchen.
2. What would you do if your friend is at your house playing and asks you to stay the night at their house but your mum says, "No"?
3. What would you do if you came home and found your dad cooking stew again for supper? You think stew is the yuckiest meal ever and you had eaten stew the night before too.
4. What would you do if you are about to go out with the class to play games on a warm summer afternoon and your teacher comes into your class and says, "I need two helpful people to clean out the P.E. cupboard" and she chooses you?
5. What would you do if you go to get the new pencil your aunt gave you with the alligator's head on the top and someone's taken it from your desk?
6. What would you do if you're playing with your brother and your mum tells you that your dad has just phoned to say you can't go to his house this weekend and he had told you he would take you to the fun park on Sunday?

7. What would you do if you planned to meet your friends on Saturday at the shopping mall and your mum says you have to stay home and look after your younger brothers and sisters while she goes to a hospital appointment?
8. What would you do if you were wearing your new sweatshirt Uncle Ray sent from Australia with a koala on the front and someone spills their orange juice down it at lunchtime?
9. What would you do if you are about to leave for school, you say goodbye to your mum and dad and turn round to pick up your big project about the solar system and you find that the cat has walked over it and left muddy footprints?
10. What would you do if you did the dishes last night and now your mum and dad are saying it's your turn tonight and your sister's grinning and you know that she knows it's her turn?
11. What would you do if your neighbour stopped you from taking a short-cut across his garden so you could catch up with your friends out on the street?

## **'Discontent is the first step in progress'**

**- Chinese Proverb -**

Write down 10 situations from any area of your life, in which you would like to be more assertive (home, public and friends).

When you have the list in front of you, write down next to each situation how you behave now (passive, aggressive, both). You may find you need to write down more than one category if you respond differently at different times.

Look at the list and see if you can arrange it in order of difficulty. Find the situation which you can almost handle assertively but not quite and number it 1 – the most difficult situation will be numbered 10.

1.
2.
3
4
5.
6.
7.
8.
9.
10.

Order of difficulty: 1 Easiest ———> 10 Most difficult.



## **'To feel brave, act as if you were brave'**

**- William James -**

The following is a list of behaviour assignments or homework exercises which will prove useful in increasing your level of assertiveness. Chose an assignment which would be moderately difficult and set a deadline to do it. If you haven't done it by that time, either assume it was too difficult and choose another task, or alternatively introduce a reward or incentive for doing it by another specified time.

1. Say 'good morning' to somebody to whom you do not usually speak.
2. Stop two people in the street and ask for directions.
3. Walk down a road you've never been down before.
4. Go into a shop and ask if they will give you change for a five pound note.
5. Pay a compliment to someone.
6. Tell a close friend something personal about yourself that you have never told anybody before.
7. Make a point of telling a joke or a funny story to a friend.
8. Ask somebody you know, 'How are you today?' and deliberately take an interest; try to draw them out and find out how they are feeling.
9. Make a point of telling somebody how you are feeling and/or what you have been doing recently.
10. Tell somebody that you like something about their appearance, for example, 'I like that tie'.
11. If someone has made you angry or upset, calmly explain why.
12. Ask someone for a favour in a direct way.

## Leap Forward !

This game can be used with a small group to boost the self-esteem of any group member. Ground rules need to be set to ensure that only positive comments are made. The supplementary questions can be used with the board game to assist in transition group work to explore feelings about moving from primary to secondary school.

### You will need:

A Dice

Counters

Leaping Forward board (see opposite)

Questions (below) cut into individual cards

### Rules of the game

Each player should place his or her counter on the large “start here” lily pad. The players need to decide who is going first and that player rolls a dice, moving their counter round the board.

If a player lands on a frog, they should say something positive that has happened to them recently, or something positive about a fellow player.

If a player lands on a frog, they should pick a card (see below or separate list for transition). They should answer that question and then place the card to the bottom of the pile.

Tell us three things about school?	What is the best place to go when you are feeling scared?	What place don't you like at school? Why?	What has happened this week to make you happy?	What can the people playing the game do to make you happy?
What are your goals/targets?	What do you like doing with other members of your family?	What are your talents?	What would you like to do differently this year?	What do you like about school?
Who can you talk to if you are worried?	What do you like doing with your friends?	Where would you like to visit?	Is there anything you don't like at school? If there is, what is it?	What do you do if you are feeling scared about starting something new?

Leap Forward!



## Leap Forward – Transition Questions

Where is the best place to go when you are feeling scared?	What are you most looking forward to when you go to Secondary School?
What do you do if you are feeling scared about starting something new?	How do you feel about moving to Secondary School?
What do you like doing at school?	Who could you talk to if you are feeling scared about starting something new?
How can you achieve your goals?	What would you like to do differently?
What can the people playing this game with you do to help you to be happy?	Who can help you achieve your goals?
What do you like about school?	What is the best thing that happened to you this week?
How do you feel about making new friends at Secondary School?	What makes you happy?
What will you do if you get lost at Secondary School?	What do you think Secondary School will be like?
How will you get to your new school?	Which subjects are you most looking forward to?

## **Questions to Promote Discussion**

### **Openers**

What's your most precious possession?

What's your best quality?

How do you relax?

WHAT REALLY EXCITING THING WOULD YOU LIKE TO DO?

*What would you like to do more of?*

What type of car matches your personality?

### **Identity**

**In what ways are you creative?**

What's the biggest risk you've ever taken?

What's the hardest thing you've been able to forgive?

Who has had the biggest influence on your life?

**What's the kindest thing you've ever done?**

### **Relationships**

**Which member of your family has influenced you the most?**

What makes a best friend?

Who would you most like to receive a compliment from?

What might you do if you wanted to get to know someone better?

What would your friends say were your strengths?

**How do you and your friends look out for each other?**

**What do you think is the hardest thing for young people today?**

Do you prefer to have lots of friends or a few close friends?

## **Values**

What do you hope for?

Who is the wisest person you know?

**WHAT MAKES A GOOD LIFE?**

How do you make important decisions?

Which do you prefer- blending in or standing out?

**What's the most important thing to you right now?**

## **Emotions**

What makes you feel good about yourself?

What makes you laugh?

How do you feel about getting older?

How do you deal with jealousy?

What makes you anxious or scared?

**HAVE YOU EVER FELT THAT THINGS WERE OUT OF CONTROL?**

What is love?

When do you get bored?

**Have you ever felt pressured into doing something you weren't comfortable with?**

What are you most proud of?

**How do you control your anger?**

Is there anything you find irresistible?



**Book Reviews and  
Further Reading**

## Reading List

### CAMHS and School Attendance Project

Alexander, Tony; *A Brighter Future For All*; 2001; Mental Health Foundation, UK

Berg, Insoo Kim & Steiner, Therese; *Children's Solution Work*; W.W. Norton & Co

Bomber, Louise; *Inside I'm Hurting*; 2007; Worth Publishing

Butler, Gillian; *Overcoming Social Anxiety and Shyness*; A self help guide using cognitive Behavioural Techniques; 1999; Robinson

Cossavella, Ann & Hobbs, Charmian; *Farewell and Welcome*; 2002; Paul Chapman Publishing

Cresswell, C and Willetts, L; *Overcoming Your Child's Fears and Worries*; 2007; Robinson, London

Dacey, John S & Fiore, Lisa B; *Your Anxious Child*; How Parents and Teachers can relieve anxiety in Children; 2002; Wiley

Davies, William; *Overcoming Anger and Irritability*; A self help guide using Cognitive Behavioural Techniques; 2000; Robinson

Eisen, Andrew R & Engler, Linda B; *Helping Your Child Overcome Separation Anxiety or School Refusal*; 2006; A-Step by-Step Guide for Parents; New Harbinger Publications, Oakland, California

Eisen, Andrew R & Schaefer, Charles E; *Separation Anxiety in Children and Adolescents*; 2005; The Guilford Publications, New York

Elliot, Michelle; *101 Ways to Deal with Bullying*; 1997; Hodder & Stoughton, London

Faber, A & Mazlish, E; *How to Talk so Teens Will Listen and Listen So Teens Will Talk*; 2005; HarperCollins, London

Fennell, Melanie; *Overcoming Low Self Esteem*; a self help guide using Cognitive Behavioural techniques; 1999; Robinson Publishing



Geddes, Heather; *Attachment in the Classroom*, 2006; Worth Publishing, London

Gill, Tim; *No Fear- Growing up in a risk adverse society*, 2007; Calouste Gulbenkian Foundation, London

Green, Dr Christopher; *Beyond Toddlerdom*; keeping five to twelve-year-olds on the rails; 2000; Vermillion

Hart, Angie, Blincow, Derek & Thomas Helen; *Resilient Therapy; Working with Children and Families*, 2007; Routledge Hove & New York

Huebner, Ph.D Dawn; *What to Do When You Worry Too Much*; a Kid's Guide to Overcoming Anxiety; 2005; Magination Press

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Law Nolte, Dorothy & Harris, Rachel; *Children Learn What They Live – Parenting to inspire Values*, 1998; Workman Publishing Co, New York

Law Nolte, Dorothy & Harris, Rachel; *Teenagers Learn What They Live – Parenting to Inspire Integrity and Independence*, 2003; Workman Publishing Co, New York

Mamen, Maggie; *The Pampered Child Syndrome: How to Recognise It, How to Manage It and How to Avoid It*, 2005; Jessica Kingsley Publishers

Phelan, Thomas; W; *1-2-3 Magic: Effective Discipline for Children 2-12*, 2003; Child Management Inc, USA

Stallard, Paul, *Think Good- Feel Good*, 2002; John Wiley and Sons, New York

Striker Susan & Kimmel Edward; *The Anti-Colouring Book*; 1979;  
Scholastic, London

Striker Susan & Kimmel Edward; *The Second Anti-Colouring Book*; 1984;  
Owl Books Henry Holt & Co. New York

Webster-Stratton, Carolyn; *The Incredible Years: A Trouble Shooting  
Guide for Parents of Children Aged 3-8 years old*; 1992; Umbrella Press

Whitehouse Eliane & Warwick, Pudney; *A Volcano In My Tummy*; 1997;  
New Society Publishers

## **RECOMMENDED READING**

The following pages list some publications relevant to the promotion of resilience. In order to help you to decide which might be of most use to your work, service or school we have written a brief summary and review for each item.

### **1. PARENTING/BEHAVIOUR MANAGEMENT**

**Beyond Toddlerdom: *Keeping five to twelve- year-olds on the rails***

Author: Green, Dr Christopher; Vermillion 2000

From the best selling author of Toddler Taming. This book sets out to help the reader understand how children think, feel and behave as they mature and develop through their primary years. It then goes on to give useful ideas and tips for successful parenting.

It is an easy read and punctuated with cartoon style pictures. Chapters can be copied and include:

- Why children behave badly
- The positive side of discipline
- Punishment without pain
- The do and don'ts of discipline

**How to Talk so Teens will Listen and Listen so Teens will Talk**

Authors: Faber, A & Mazlish, E

An excellent and very readable guide to communicating successfully with teenagers. Each chapter is based around an area, drawing on the authors' experience delivering parenting classes. It explains how to use language to help let teenagers know that you recognise their feelings, and how to come to a compromise which still retaining your position as parent. Lots of real-life situations are used as examples, and explained using cartoons. This book is really practical, hand-on guide, useful for helping parents and professionals understand how to avoid conflict and arguments with teenagers. Also available is "How to Talk so Kids Will Listen...."

## **Children's Solution Work**

Authors: Berg, Insoo Kim and Steiner, Therese

Solution Focused Brief Therapy has proven extremely successful with adults, yet therapists often despair of using SFBT with children. The authors lead readers through a series of conceptual and practical steps that elucidate just how the nonverbal, playful, and creative habits of children can support successful therapy based on the SFBT model. This book is aimed at anyone who associates with children – clinicians, social workers, teachers, day care workers, and parents.

See [www.brieftherapy.org.uk](http://www.brieftherapy.org.uk) for more resources and training.

## **Children Learn What They Live: *Parenting to Inspire Values***

Author: Law Nolte, Dorothy & Harris, Rachel

Expanding on her universally loved poem, “Children Learn What They Live”, Dorothy Law Nolte offers a simple but powerful guide to parenting – by inspiring values through example. Addressing issues of security, self-worth, tolerance, honesty, fear, respect, fairness, patience, and more, this book of rare common sense will help a new generation of parents find their own parenting wisdom and draw out their child's immense inner resources.

## **Teenagers Learn What They Live: *Parenting to Inspire Integrity and Independence***

Authors: Law Nolte, Dorothy and Harris, Rachel

The adolescent years can be as challenging for parents as they are for kids. By reinforcing the fundamental truths of parenting – that parents need to teach by example and stay deeply involved – Teenagers Learn What They Live is a bedrock of value, insight, and common sense. Tackling issues of popularity and peer pressure, the responsibilities of maturity, body image, moodiness, sexuality, and the allure of dangerous behaviours, this book shows how to keep those important lines of communication open, no matter how tough it gets.

## **The Pampered Child Syndrome:**

*How to Recognise It, How to Manage It, and How to Avoid It*

Author: Mamen, Maggie

A source of advice for parents or professionals working with children who are “loved too much” – they are given everything they ask for, yet

remain unhappy, anxious or aggressive. This practical book describes common characteristics of the pampered child, and also identifies the 'symptoms' of the pampered child that mimic those of genuine emotional, behavioural and psychiatric disorders and explains the dangers of misdiagnosis. This book offers support and encouragement to parents, teachers, and health and social care professionals who want to raise children who are confident, happy, healthy and socially aware.

**1-2-3 Magic: *Effective Discipline for Children 2–12***

Author: Phelan, Thomas W

This book provides easy to follow steps for disciplining children aged 2-12 without yelling, arguing or spanking. It covers methods that parents and adults around children can use both at home, in public and in the classroom and provides steps for building the child's self esteem.

**The Incredible Years: *A Trouble Shooting Guide for Parents of Children Aged 2-8 years old***

Author: Webster-Stratton, Carolyn

An invaluable handbook that provides parents with guidelines not only to help prevent behaviour problems from occurring, but also with strategies to promote children's social, emotional and academic competence. This book is based on over 25 years of research with over 3000 families and forms the basis of the Webster-Stratton Parenting Programme which is now widely taught throughout America and the United Kingdom.

**Overcoming Childhood Trauma: *A self-help guide using Cognitive Behavioural Techniques***

Author: Kennerley, Helen

This book is for adults. It is included here because when working with children and young people we will come across parents and carers struggling to come to terms with their own histories of hurt and abuse. Some will be actively seeking advice in helping to deal with their emotional and relationship problems.

This text is not the easiest of reads, it does however have key learning points listed in boxes which usefully make them stand out in a sea of small text.

Whilst primarily written as a self-help guide it is also a useful for professionals without training in CBT wanting to find out more about it.

The step-by-step plan to recovery outlined in this paperback has and will continue to help people make real changes to their lives. For those needing more professional support than at the very least it provides a chance for them to better understand the possible long-term effects of abuse and basic coping mechanisms.

## **2. ANXIETY & WORRY**

### **Overcoming Your Child's Fears & Worries**

Authors: Creswell, C and Willetts, L

This book is in two parts. The first part gives the rationale for the second, it describes the pattern of fears and worries in children, how they develop and what keeps them going. There are some helpful charts showing visually the processes being described.

The second part of the book is a guide for tackling anxiety. It has a five staged approach that is backed up with case study examples. There are additional sections on more specific fears and a section for parents wanting to better manage their own anxiety. Highly recommended.

### **Helping Your Child Overcome Separation Anxiety or School Refusal**

Authors: Eisen, Andrew R & Engler, Linda B;

This book looks at separation anxiety / school refusal and offers practical and effective ways to manage a Child's anxiety.

Starting with why a child is experiencing separation anxiety, it explores chapter by chapter ways of understanding their behaviour through to managing their anxiety and/or school refusal.

The book uses case studies to highlight problem areas before offering suggestions to address the issues in a very practical way.

### **Stress: Tackling It with Teenagers**

*2003 Young Voice (www.young-voice.org)*

Author: Katz, A

A really easy-to-read guide to stress in teenagers, providing an insight into the views of young people. Including statistics about stress, quote from teenagers and ways teenagers would like to tackle stress. The book is aimed at anyone working with young people, and covers areas

such as racism, prison mental health, vulnerable groups and “at risk” young people. This book is a great resource, useful to share between staff and extracts from it could also be used as a starting point for group work.

### **Separation Anxiety in Children and Adolescents 2005**

Authors: Eisen, A and Schaefer, E.,

This is a very informative and readable which provides a good balance of background theory around separation anxiety, and ways of overcoming this. It is mainly written as a guide for professionals, particularly therapists, but does not over-complicate and would be useful to anyone working with anxious children. It contains good references to further reading and explains different types of assessment. Areas covered include child coping skills, parent coping skills, fear of being alone, fear of being abandoned, and ways of structuring treatment. The book contains examples of dialogue between therapists and children, and case studies detailing various situations where young people may experience separation anxiety.

### **Your Anxious Child: How Parents and Teachers can Relieve Anxiety in Children**

Author: Dacey, John S and Fiore, Lisa B

Based on the Nationally Acclaimed COPE Program, Your Anxious Child provides a guide that empowers you to teach your child essential coping skills for dealing with anxiety in engaging and creative ways. Through dozens of activities your child will learn how to alleviate stress, build courage and trust, and become an innovative problem solver.

### **What to Do When You Worry Too Much: A Kid's Guide to Overcoming Anxiety**

Author: Huebner, Dawn Ph.D

For children aged 6-12. This interactive self help book is a complete resource for educating, motivating, and empowering kids to overcome their worries. The book guides children and parents through the cognitive-behavioural techniques most often used in the treatment of anxiety.

***Overcoming Anxiety: A self help guide using Cognitive Behavioural Techniques***

Author: Kennerley, Helen

Part of the 'Overcoming' series of books, *Overcoming Anxiety* uses Cognitive Behavioural Techniques (CBT) to treat anxiety disorders by changing unhelpful patterns of behaviour and thought. Includes an introduction to the nature of anxiety and stress. Contains a complete self help program and monitoring sheets.

***Overcoming Social Anxiety and Shyness: A self help guide using Cognitive Behavioural Techniques***

Author: Butler, Gillian

Part of the 'Overcoming' series of books, *Overcoming Social Anxiety and Shyness* is a self help guide, full of real life examples, for those who suffer from all degrees of social anxiety and shyness, for their families and friends, and for the professionals who help them. Contains a complete self help program and work sheets.

***No Fear: Growing Up In A Risk Adverse Society***

Author: Gill, Tim

This research is very easy to read, and is extremely thought-provoking. Covering areas such as online safety, bullying, child protection and playgrounds, Tim Gill looks at how society is averse to letting children take risks, and what effect this is having on children. He explores how children learn through taking risks and finding their own limits, and how heavily protecting children is having an adverse affect on their social and emotional development. He covers current topics such as fear of strangers and risk of harm from strangers, and looks at how media coverage of such topics have influence children's and parent's way of thinking and provides a balanced argument to the notion that risk should be negated at all costs. This is interesting reading for anyone working with children and young people, particularly professionals who often feel they are working in a culture of fear of litigation.

A copy of the book can be downloaded at:

<http://www.gulbenkian.org.uk/publications/education/no-fear>

***Volcano In My Tummy***

Authors: Whitehouse, Eliane & Warwick, Pudney

Aimed at 8 – 14 year olds, this creative book is full of photocopiable activities, offering ideas to explore the way we respond to angry



feelings, thoughts and behaviour. It gives good examples of situations where young people have responded to emotional situations with anger, providing discussion points to explore with them individually or in groups. The book is a helpful introduction to support young people to think about the theory as to why we get angry and look at alternative strategies.

### **3. ANGER MANAGEMENT**

**Overcoming Anger and Irritability: *A self help guide using Cognitive Behavioural Techniques***

Author: Davies, William

Part of the 'Overcoming' series of books: Overcoming Anger and Irritability is a self help manual for those who find that they are spoiling the lives of both themselves and those around them with their almost constant irritability or flashes of bad temper. Includes an introduction to the origin and nature of anger and contains a complete self help program and monitoring sheets.

### **4. SELF ESTEEM**

**Overcoming Low Self Esteem: *A self help guide using Cognitive Behavioural Techniques***

Author: Fennell, Melanie

Part of the 'Overcoming' series of books: Overcoming Low Self-Esteem explains the nature of low self esteem and self-destructive thinking. Using clinically proven techniques of CBT, this guide contains a complete self help program and monitoring sheets.

### **5. ATTACHMENT**

**Inside I'm Hurting, 2007**

Author: Bomber, Louise

Although mainly concerned with children who have experienced loss and trauma in their early years, this book is useful reading for anyone working with children or young people. Sometimes slightly repetitive, the book takes the reader from identifying different attachment behaviours, to practical ideas to use in the classroom to help children with attachment difficulties. This book would be particularly useful to people who work with young people, in helping to think about behaviour from a different perspective.

## **Attachment in the Classroom**

Author: Geddes, Heather

Written by Heather Geddes, a teacher and educational therapist with extensive experience, this book explores research into Attachment Theory and patterns of responses within the classroom. It goes on to look at characteristics of the different Attachment patterns, focusing on how the child might feel and the implications for learning. She uses “live” examples from practice to illustrate each pattern of Attachment and offers suggestions for interventions which may assist practice. The book offers practical ideas and suggestions for anyone involved with children in a school environment.

“...an excellent guide to understanding Attachment Theory as applied to the real world of teaching children in schools” Sir Richard Bowlby.

## **6. TRANSITION**

### **Farewell and Welcome**

Author: Cossavella, Ann and Hobbs, Charmain

This book is a useful tool, offering practical resources to aid the effective transition from primary to secondary school. The photocopiable worksheets help children to prepare for change, the transition to secondary education and becoming established in their new school.

Split into chapters, which look at assisting pupils, schools, teachers and parents, it encourages collaborative working amongst all of these individuals. The book offers practical suggestions to assist children successfully cope with the changes that they will come across during this transition period.

## **7. RESOURCES**

### **The Anti-Colouring Book plus the Second Anti-Colouring Book**

Authors: Striker, S. & Kimmel, E. Scholastic

These activity books contain lots of ideas for encouraging thought, discussion, imagination and creativity. e.g.

- What do people do with their faces to show how they are feeling? (A head and shoulders picture of three people with hair but blank faces).

- Today is your birthday. Inside this box is the present you want most in the world. Can you see it? (Picture of a big box with a bow on it).

Both books are aimed at those of 6 years and over and are excellent value for money as each sheet inside can be photocopied again and again.

### **Resilient Therapy: working with Children and Families**

Authors: Hart, Angie; Blincow, Derek and Thomas, Helen

Resilient Therapy outlines an emerging methodology that has mainly been developed and used within the Children's health and social care services in Brighton and Hove. The authors are active members of teams both within Brighton and Hove CAMHs and the University of Brighton.

The book's first chapter includes the acknowledgement and summary of an extensive literature review of resilience and weaves other ideas and concepts into the work on RT. This is reassuring, knowing that the RT work has developed through the research and consideration of other resilience ideas. Furthermore, the developing concepts underpinning RT have been borne out of use in clinical practice and the book is laden with case examples.

A central theme of 'constellated disadvantage' portrays a realistically complex picture of disadvantage whereby problems are varied, multi-faceted, often inter-woven and often feed each other. Working in the midst of such complexity is seen as key to the RT approach.

The need for therapeutic work and practitioners (whether they be therapists, teachers, parents or young people themselves) to be resilient too is a very interesting and important point. This is explained through what are termed the "Noble Truths" of the RT methodology, a concept borrowed from Buddhism: Accepting, Conserving, Commitment and enlisting. There is recognition that therapists need skills and inner resources to develop these Truths in the face of constellated disadvantage. Reading this left me feeling that the authors have a good understanding of the sort of difficulties practitioners face in trying to facilitate change in people's lives.

The key factors that RT states support resilience in young people's lives are given a chapter each: The Basics (housing, transport etc); Belonging; Learning; Coping; Core Self. Skills and good practice in all these areas are outlined and explored. Common assumptions are exposed and practical tips applications are recommended.

The book finishes looking at the need for a shift in service organisation rather than just individual workers.

So in conclusion, the ideas aren't all new by any means but RT provides a fresh approach to a persistent problem. The RT framework is a useful one to consider and is laid out in a way that readily lets the reader reflect upon personal experiences.

## **FACT SHEETS**

### **Mental Health and Growing Up fact sheets**

Over 30 Free downloadable fact sheets for parents and teachers, available from

[www.rcpsych.ac.uk/mentalhealthinformation](http://www.rcpsych.ac.uk/mentalhealthinformation)

Royal College of Psychiatrists

Fact Sheets cover a range of mental health subjects including, ADHD; Sleep Problems in Childhood; Enuresis and Encopresis, Children Who Do Not Go To School; Autism; Specific and Non Specific Learning Disabilities; Anxiety; Divorce or Separation of parents; Death in the Family; Parents with Mental Illness; Domestic Violence; Bullying; Child Abuse; Schizophrenia; Bipolar Affective Disorder; OCD; eating Disorders; Suicide & Attempted Suicide; Deliberate Self Harm; Alcohol and Drugs; Psychotic Illness; and Depression.

*“It is difficult to make people miserable when they  
feel worthy of themselves”*

**Abraham Lincoln**